

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE**

**CFDA # 84.016A**

**PR/Award # P016A090004**

**Grants.gov Tracking#: GRANT10281962**

**There were problems converting one or more of the attachments. Please see list below.**

OMB No. 1840-0796, Expiration Date: 08/31/2010  
Closing Date: APR 30, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 The Research Foundation of State...

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	\$ 22,916	\$ 23,832	\$ 24,785	\$ 0	\$ 0	\$ 71,533
2. Fringe Benefits	\$ 9,778	\$ 11,211	\$ 11,942	\$ 0	\$ 0	\$ 32,931
3. Travel	\$ 1,800	\$ 4,495	\$ 1,800	\$ 0	\$ 0	\$ 8,095
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,700	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,700
6. Contractual	\$ 88,905	\$ 83,361	\$ 71,292	\$ 0	\$ 0	\$ 243,558
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 1,200	\$ 4,150	\$ 9,968	\$ 0	\$ 0	\$ 15,318
9. Total Direct Costs (lines 1-8)	\$ 126,299	\$ 127,049	\$ 119,787	\$ 0	\$ 0	\$ 373,135
10. Indirect Costs*	\$ 10,103	\$ 10,164	\$ 9,583	\$ 0	\$ 0	\$ 29,850
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 136,402	\$ 137,213	\$ 129,370	\$ 0	\$ 0	\$ 402,985

**\*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: 7/1/2007 To: 6/30/2011 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify): DHHS
- (3) 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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
The Research Foundation of State...

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 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	\$ 45,285	\$ 47,213	\$ 58,525	\$ 0	\$ 0	\$ 151,023
2. Fringe Benefits	\$ 19,323	\$ 22,209	\$ 28,197	\$ 0	\$ 0	\$ 69,729
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 55,136	\$ 58,617	\$ 48,319	\$ 0	\$ 0	\$ 162,072
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 600	\$ 600	\$ 600	\$ 0	\$ 0	\$ 1,800
9. Total Direct Costs (lines 1-8)	\$ 120,344	\$ 128,639	\$ 135,641	\$ 0	\$ 0	\$ 384,624
10. Indirect Costs	\$ 9,628	\$ 10,291	\$ 10,851	\$ 0	\$ 0	\$ 30,770
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 129,972	\$ 138,930	\$ 146,492	\$ 0	\$ 0	\$ 415,394

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-DOE Title VI 1-page Final.doc**

## **ED Abstract Form: SUNY Global Workforce Project**

A consortium of three State University of New York institutions (The Levin Institute, SUNY Cortland, and SUNY Brockport) requests \$402,984 for a three-year International Studies and Foreign Language Program grant to create and pilot a 10-module, Globalization Curriculum, coupled with online Chinese-language courses and a Global Scholars Certificate Program to prepare undergraduate students to compete effectively in the global economy. While in-person Chinese language instruction continues to be offered at Cortland, an introductory online-Chinese language program will be created and piloted to Brockport students.

The Global Workforce Project aims to launch a pilot program whose long term goals are to increase the global preparedness of New York's future workforce, while simultaneously stimulating an interest in, and a method for increasing the Chinese language skills of that workforce. China is a major component since it is New York's leading growth export market, with \$5.91 billion in exports in 2007.

The project objectives include that within three years:

- 1) Twenty faculty members at SUNY Cortland and SUNY Brockport will integrate the Globalization Curriculum into 20 general education courses, reaching 1600 SUNY undergraduate students;
- 2) The consortium will develop, pilot and assess a high quality, online, introductory Mandarin Chinese program, piloted to 30 students (online student oral language skills will be measured and compared to those of in-person students to determine whether their success rates are within ten percent of each other); and,
- 3) Students taking modules in their general education courses will be exposed to global content and gain global workforce-related knowledge and skills, such as cross-cultural communications, holistic thinking, knowledge of global issues, and technology skills (hereto known as "global workforce skills").

The 10-module globalization curriculum includes: 1. Global Banking & Finance; 2. Nationalism and State Sovereignty; 3. Globalization and Religion; 4. Technology and Globalization; 5. Global Trade; 6. Sustainability; 7. Global Service Organizations; 8. Global Demographics; 9. Culture and Human Rights; and 10. Global Health Science.

Each module will integrate the above-mentioned "global workforce skills" through instruction and interactive, pedagogically-designed assignments. Global workforce skills will be assessed, scored against a rubric, and analyzed across all the modules. Mandarin Chinese students will be required to compile a portfolio including oral and written language skills projects. Also, students will be administered the ACTFL-OPIc standardized test to measure and compare oral language skill acquisition between the online Brockport students and the in-person Cortland students.

Students can apply for the Global Scholars Certificate Program if they took four or more courses that include the modules; achieved a degree of fluency in a second language (measured by attainment of a minimum GPA of 3.0 in 200-level European- language courses or a 3.5 in 101- and 102-level, non-European language courses) and maintained an overall minimum GPA of 3.5. Program oversight will include a staff Assessment Team and an outside evaluator to ensure that learning outcomes and program goals are met.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1244-DOE Title Vi proposal Narrative Finalb (3).doc**

# SUNY Global Workforce Project

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## Program Narrative

### 1. Plan of Operation

*a. Describe how the design of the project shows high quality.*

The SUNY Global Workforce project will be carried out by a consortium of three institutions: State University of New York at Brockport (Brockport), State University of New York at Cortland (Cortland), and The Neil D. Levin Graduate Institute of International Relations and Commerce (Levin). The purpose of the project is to prepare undergraduate students to compete effectively in the global workforce through increased knowledge of globalization's impact, improved foreign language competence, and enhanced cross-cultural skills. Globalization concepts will be integrated into the General Education curriculum, thereby providing students a basis for understanding the context in which they will be working. The power of China as a global player is expected to increase over the next few decades and there are few options for students to learn the Chinese language. In order to make the Chinese language instruction available across the State University of New York system, the Global Workforce Project proposes to develop online Chinese language courses. While in-person Chinese language instruction continues to be offered at Cortland, an introductory online-Chinese language program will be created and piloted to Brockport students.

The project objectives include that within three years:

1) Twenty faculty members at SUNY Cortland and SUNY Brockport will integrate the Globalization Curriculum into 20 general education courses, reaching 1600 SUNY undergraduate students;

2) The consortium will develop, pilot and assess a high quality, online, introductory Mandarin Chinese program, piloted to 30 students (online student oral language skills will be measured and compared to those of in-person students to determine whether their success rates are within ten percent of each other); and,

3) Students taking modules in their general education courses will be exposed to global content and gain global workforce-related knowledge and skills, such as cross-cultural communications, holistic thinking, knowledge of global issues, and technology skills (hereafter known as “global workforce skills”).

The project objectives will be achieved through two concomitant streams of activity: 1) Globalization Curriculum and Global Scholars Certificate Program (GSCP) and 2) two, introductory online Mandarin Chinese courses.

The project design exhibits high quality through its qualified and committed faculty writing and piloting the modules; an Assessment Team to creating classroom tests to assess skill and knowledge attainment; vetting of the modules by a Faculty Advisory Board; offering the GSCP to reward student achievement; vetting of the online Mandarin Chinese courses by a Chinese Review Board of Chinese–language experts and the use of ACTFL-approved oral assessments; a plan promoting the Globalization Curriculum and the GSCP to SUNY schools; and an external evaluator ensuring overall project effectiveness. The project design is outlined below.

#### Globalization Curriculum and Global Scholars Certificate Program

The Globalization Curriculum consists of ten, 2-week modules to be integrated into ten general education (“GenEd”) courses at Brockport and Cortland. Levin will offer the GSCP to students

who took four or more courses that include the modules and achieved a degree of fluency in a second language. This fluency achievement will be measured by students' attainment of a minimum GPA of 3.0 in 200-level European language courses or a 3.5 in 101- and 102-level, non-European language courses while maintaining an overall minimum GPA of 3.5.

. The Globalization Curriculum will be deployed in three phases: 1) develop; 2) train, pilot and assess; and 3) revise and promote.

<b>Table 1: Basic Timeline of Globalization Curriculum Program</b>		
<p><b>Summer 2009</b></p> <p>Ten Curriculum Development Faculty members create 10 modules.</p> <p>Assessment Team researches knowledge and skills assessment tools.</p>	<p><b>Fall 2009</b></p> <p>Curriculum Development Faculty and Assessment Team integrate the content and assessments.</p> <p>Faculty Advisory Board reviews modules and assessments and developers edit the modules. Levin writes trainers manual.</p> <p>Brockport and Cortland distribute applications for Pilot Faculty</p>	<p><b>Spring 2010</b></p> <p>Faculty Advisory Board reviews finalized modules.</p> <p>Campus coordinators collect applications.</p> <p>Faculty Advisory Board approves ten Pilot Faculty/campus</p>
<p><b>Summer 2010</b></p> <p>Training 20 Pilot Faculty to use the modules and the assessments</p>	<p><b>Fall 2010 – Spring 2011</b></p> <p>20 faculty pilot 10 modules. Assessment Team and Evaluation team assess/evaluate the project. Levin writes a report integrating recommendations from the evaluator, Assessment Team, and student/professor feedback. Modules edited accordingly.</p>	
<p><b>Summer 2011</b></p> <p>Curriculum Development Faculty revise modules</p> <p>Advisory group review the changes</p>	<p><b>Fall 2011 - Spring 2012</b></p> <p>20 Pilot Faculty teach revised modules. Assessment Team and Evaluation team assess/evaluate the project. Modules edited accordingly.</p> <p>Levin posts modules online, promote modules SUNY-wide and hosts Global Workforce Conference</p>	

Development Phase (Year 1): Nine Brockport and Cortland faculty members and Levin’s Vice President for Academic Affairs will develop the Globalization Curriculum:

1. Global Banking and Finance by Dr. Baban Hasnat (International Business), Brockport

2. Nationalism and State Sovereignty by Dr. Girish Bhat (History), Cortland
3. Religion and Globalization by Dr. Carl Davila (Anthropology), Brockport
4. Technology and Globalization by Dr. James Spiller (History), Brockport
5. Global Trade by Dr. Biru Paul (Economics), Cortland
6. Sustainability by Dr. Christopher Cirimo (Geological Sciences), Cortland
7. Global Service Organizations by Dr. Lynne Rosansky (Provost), Levin
8. Global Demographics by Dr. Ibipo Johnston-Anumonwo (Geography), Cortland
9. Culture and Human Rights by Dr. Eric Kaldor (Sociology), Brockport
10. Global Health Science by Dr. Jena Curtis (Health), Cortland.

Global workforce skills will be integrated through instruction and pedagogically-designed assignments. Each module will address some, but not necessarily all, of the skills. For example, the Religion and Globalization module will address “cross-cultural communications” and “holistic thinking.” The modules’ skill-sets will be determined during the development phase.

*Training, Piloting, and Assessment Phase (Years 2 and 3):* In Year 2, twenty Pilot Faculty will attend a training session held at their campus, develop a plan to integrate the modules into their courses, and pilot the modules (20 courses x 40 students = 800 students). At each course conclusion, Pilot Faculty will assess learning in relation to the module objectives. The Assessment Team will analyze the results across modules and against learning outcomes; the evaluator will evaluate the courses and the training session.

To assess students' skills and knowledge, 400 portfolios of assignments from a random sample (10 students/module course x 40 courses in Years 2 and 3 = 400 students from a possible 1600) will be used. This sample will be of statistical significance. The Assessment Team, working with module developers, will customize a scoring rubric for each module based on the skills taught. Use of the 4-point scale (1=inadequate demonstration of the skill to 4=extensive demonstration of the skill) will generate comparable data to determine achievement of the learning outcomes. Scores may provide insight into which modules need strengthening.

Students who achieve the Global Scholars Certificate will be further assessed with instruments such as the Cross-Cultural Adaptability Inventory (CCAI). A comparison group of non-Scholars will also be assessed with the CCAI. Scores from each group will be compared to determine if there is a statistically significant difference between participants and non-participants.

*Revise and Promote:* The modules will be revised by the developers and reviewed by the Faculty Advisory Board. In Year 3, the ten modules will be piloted, evaluated, and revised again. There will be 1600 students impacted (800 in Year 2, and 800 in Year 3). Levin will create a module training video that will be posted online. Levin will use its website, [www.globalization101.org](http://www.globalization101.org) (G101), to help disseminate the modules. G101 is a proven dissemination base, with 35,000 unique visitors per month and 3,500 newsletter subscribers. G101 teaches students about globalization and provides lesson plans, and other teaching tools. G101 will host the modules, the training video and social networking groups for professors interested in discussing the module content.

At Brockport and Cortland, department chairs will distribute information about the modules to all new faculty and highlight the modules online. Brockport's Faculty Learning Committees and Cortland's International Studies Department will lead promotion efforts. Brockport and Cortland will offer the GSCP, list it in course catalogues and promote it online. After the grant period, Levin will offer the GSCP to SUNY schools that integrate at least four modules into GenEd courses; we expect the certificate will be a sought-after addition to a student's transcript.

Levin will promote the modules and the GSCP SUNY-wide (450,000 students) using Centers for Teaching Excellence. Outreach efforts will reach the greater academic community via a public conference at Levin. Also, Levin has met with *Chronicle of Higher Education* leadership and plans joint workshops on the theme of global education and talent development.

### Chinese Language Instruction

For the past five years, China was New York's leading growth export market, with \$5.91 billion in exports in 2007. The New York State Economic Development Agency stated: "*It is imperative that New York State be at the forefront of international business development if we are to realize our goals for revitalizing the upstate economy.*"<sup>1</sup> SUNY provides students with the necessary skills to help New York compete globally. As noted by the New York Task Force on Teaching Chinese (Index 1): New York thus has good reason to join other members of the worldwide community to help its citizens gain a more nuanced cross-cultural understanding, and to develop functional proficiency in Mandarin Chinese. This project aims to do both by piloting a

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<sup>1</sup> Press Release, "New York State Economic Development Agency Names New Representative for International Business Development in China, February 22, 2008, [www.nylovesbiz.com](http://www.nylovesbiz.com)

Globalization Curriculum and two online introductory-level Mandarin Chinese courses, with a long-term goal of promoting both SUNY-wide.

Cortland has offered Mandarin Chinese for 22 years; its Chinese 101 enrollment is full, though the number of students halves for Chinese 102 and halves again for 200-level courses. Cortland wants to increase the number of students taking more than one semester of Chinese. The GSCP will encourage students to take at least 102-level courses. Chinese-language professor, Dr. He of SUNY Stonybrook notes that an oral language class will attract more students. So, new pilot courses will focus on orality. Brockport students will pilot online Mandarin Chinese 101 and 102, while Cortland will continue to offer its existing Mandarin Chinese program. A recent campus survey of 219 Brockport students taking History, Political Science and Business GenEd courses shows that 156 (71 percent) expressed interest in taking Chinese. On a scale of 1-3 (1 being very interested and 3 being not interested at all), the average response was 1.78 for taking Chinese and 1.96 for taking Chinese online. We conclude there are enough interested Brockport students to offer an online Mandarin Chinese course. (See Index 2)

The online course will use synchronous and asynchronous classes and include comprehension exams, oral and written exams, written assignments, and mid-term and final exams. Room-to-room videoconferencing and web-conferencing will be used: Cortland teacher will be in one room and the Brockport students and a tech support person in the other. The class will use online web-conferencing programs, with a white board. Students will practice speaking via 1) online office hours and 2) websites with free “talk pals”. Dr. Tang and Ms. Harvey of NYU and Dr. He of SUNY Stonybrook will be on the Chinese Review Board. The Board will:



1. Provide guidance in the development of the two online courses, including oversight of course syllabi, learning outcomes, and objectives
2. Assess student language acquisition and evaluate effectiveness of the courses (in comparison to the in-person sections offered at Cortland)
3. Provide guidance fixing course weaknesses noted in the assessments and evaluations.

To assess learning, the Chinese Review Board will examine student portfolios (including oral and written comprehension projects.) At the Mandarin Chinese 102 course conclusion, the online and in-person students will take the ACTFL OPIc test that analyzes a 20-30 minute speech sample. The OPIc will determine the achievement of the ten percent differential in oral language skills between the in-person and online students.

Year	Prof. Wang of Cortland develops online Mandarin Chinese 101 and 102 sections	Prof. Wang meets with the Chinese Review Board to finalize the course curriculum and learning goals	Levin, Brockport, and Cortland test video-conferencing technologies	Brockport lists the courses in their catalogue
<b>Year 1</b>	Prof. Wang of Cortland develops online Mandarin Chinese 101 and 102 sections	Prof. Wang meets with the Chinese Review Board to finalize the course curriculum and learning goals	Levin, Brockport, and Cortland test video-conferencing technologies	Brockport lists the courses in their catalogue
<b>Year 2</b>	Mandarin Chinese 101 and 102 offered online at Brockport and in – person at Cortland	Chinese Review Board assesses the online courses, in comparison to the in-person courses	Evaluation of project design effectiveness. Prof. Wang edits the online course and the Chinese Review Board approves the changes	Levin begins promotions of the Mandarin Chinese course to SUNY campuses
<b>Year 3</b>	Mandarin Chinese 101 and 102 offered online at Brockport and in – person at Cortland	Chinese Review Board assesses the online courses, in comparison to the in-person courses	Evaluation of project design effectiveness. Prof. Wang edits the online course and the Chinese Review Board approves the changes	Levin promotes the courses SUNY-wide, with the goal of recruiting additional campuses to teach it

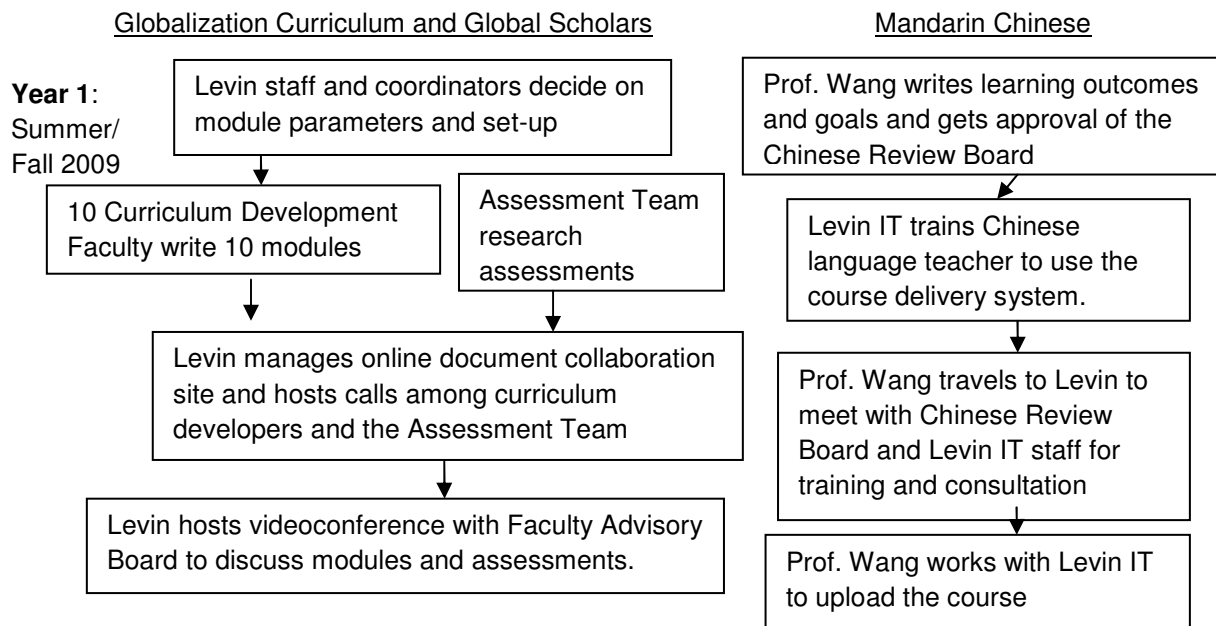
The online Mandarin Chinese 101 and 102 courses will reach 10-15 students per year (20-30 total). Levin plans offer the online Mandarin Chinese to additional SUNY campuses in future years. Mandarin Chinese study has been identified as an area of national need. This program encourages service in “Chinese-language” by offering the GSCP to students who have achieved

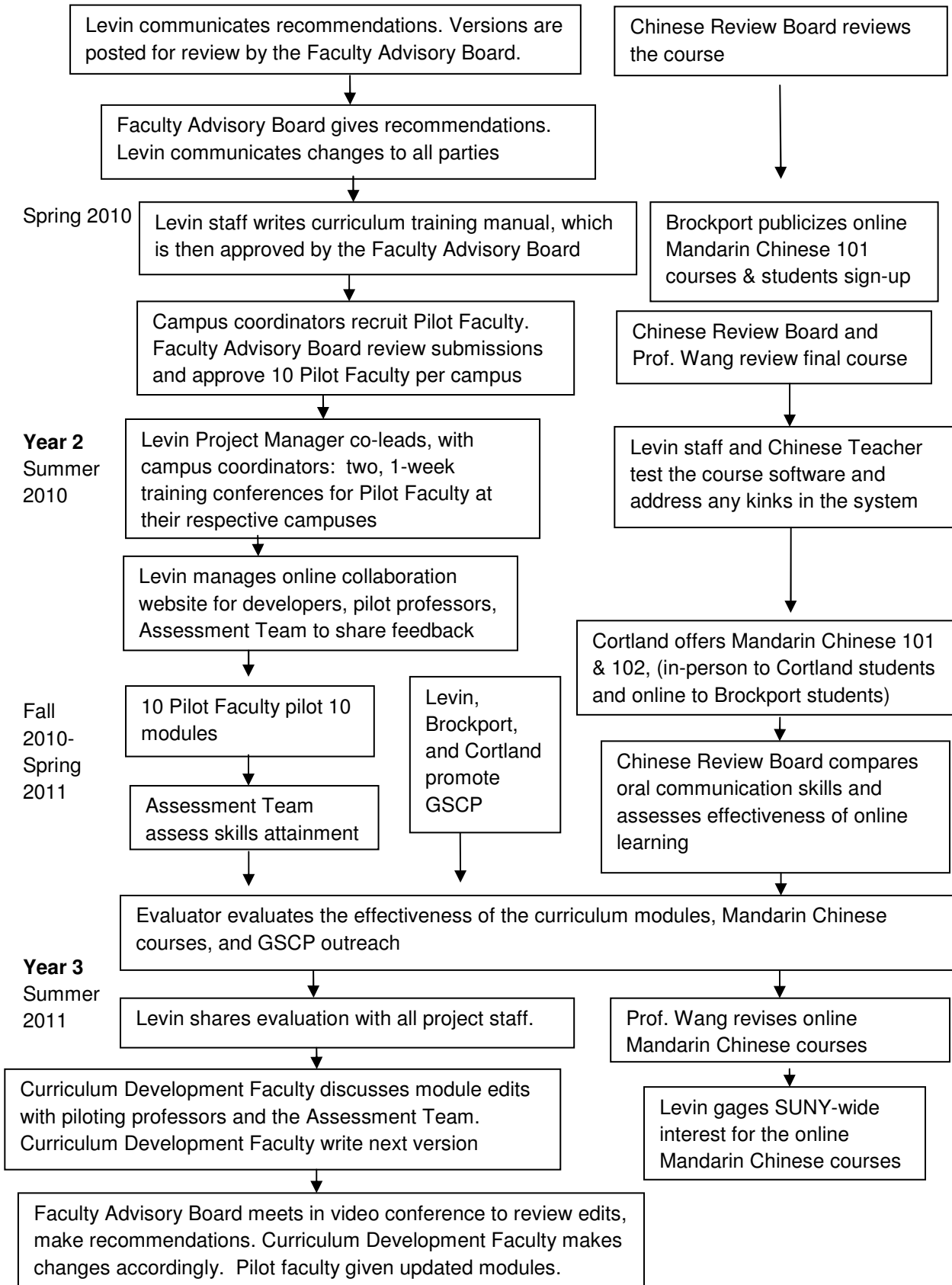
a 3.5 GPA in 101 and 102-level non-European courses, thus encouraging students to take non-European languages with less stringent requirements. Cortland and Brockport both support this project and plan to offer it into the future, and will contribute whatever is needed to implement it.

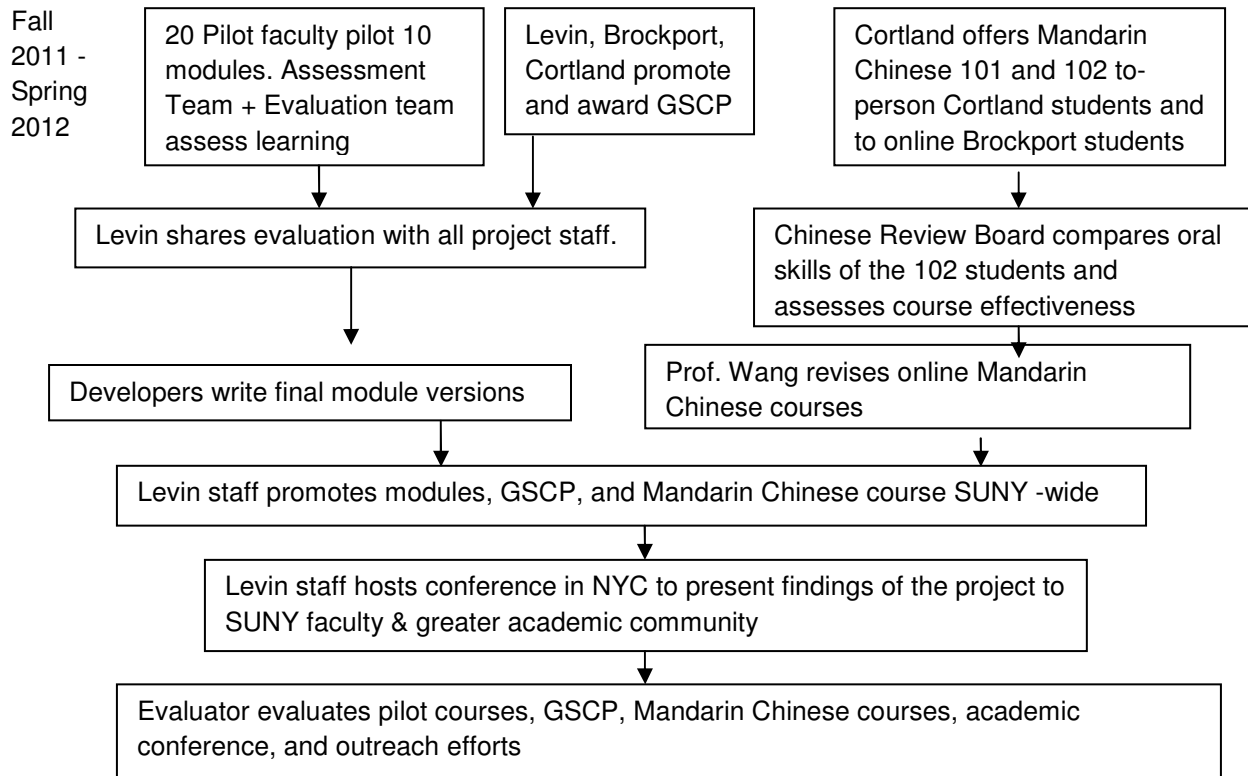
***b. Describe how effective the plan of operation is and to what extent it will ensure proper and efficient administration.***

The workflow chart below shows how the project will be administered. Levin’s Project Director and Project Manager will manage the concomitant strands of activity, insuring milestones are met. They will coordinate campus activities through ongoing communication with Brockport and Cortland coordinators, who enjoy the strong support of their provosts. Levin will create, maintain, and update the online collaboration website to facilitate inter-campus collaboration. Levin will host weekly conference calls. Brockport and Cortland coordinators will ensure project activities are fulfilled. The use of a skilled evaluator will provide appropriate feedback to ensure that the outlined delivery system effectively accomplishes the project objectives.

**Table 3: Workflow Chart**







**c. Describe to what extent the objectives of the project relate to the purpose of the program**

The purpose of the program is to provide funds to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages. The three objectives will be carried out in three years: Objective 1 *Twenty faculty members at SUNY Cortland and SUNY Brockport will integrate the Globalization Curriculum into 20 general education courses, reaching 1600 SUNY undergraduate students:* addresses “strengthening and improving faculty instruction in international studies” by training the professors to use new internationally-focused modules and skills assessments in GenEd courses and by creating a plan of sustainability, including support of administration and promotion to all faculty, and a conference to promote the program SUNY-wide. The GSCP further solidifies the program by offering a new, global certificate.

Objective 2: *The consortium will develop, pilot and assess a high quality, online, introductory Mandarin Chinese program, piloted to 30 students (online student oral language skills will be measured and compared to those of in-person students to determine whether their success rates are within ten percent of each other):* addresses “strengthening of foreign language instruction.”

The Chinese Review Board will assess student learning against learning of a control group of in-person students via a portfolio of assignments and the OPIc test. Twice piloting the course and the use a control group will ensure the creation of a high quality, online program in Mandarin Chinese program.

Objective 3: *Students taking modules in their general education courses will be exposed to global content and gain global workforce-related knowledge and skills, such as cross-cultural communications, holistic thinking, knowledge of global issues, and technology skills:* also addresses “improving undergraduate instruction in international studies,” as students learn global workforce skills that apply the international studies content in real-life applications, thus making the GenEd courses much stronger and more relevant.

***d. Describe how the applicant plans to use its resources and personnel to achieve each objective.***

To achieve the first objective focusing on faculty development and implementation of the Globalization Curriculum: nine faculty and the Levin Vice President for Academic Affairs will write ten modules; eight faculty will serve on the Faculty Advisory Board; three faculty will serve on the Assessment Team; 20 faculty will pilot the modules; two coordinators and the Project Manager will train Pilot Faculty and oversee the project; and the Project Director will ensure quality control on the Globalization Curriculum, training manuals, and training video.

To achieve the second project objective focusing on the Mandarin Chinese program: Cortland's Chinese Language teacher will develop and deliver two online sections of Mandarin Chinese 101 & 102 to Brockport students. An outside Chinese Review Board will oversee the development and assessment of the courses. Levin IT will test the delivery system and train the faculty to use it. A Brockport tech person will troubleshoot technology problems during course delivery.

To achieve the third project objective focusing on student skill achievement: the Assessment Team will develop assessments to measure skill achievement. Pilot Faculty will deliver the assessments and the Assessment Team will interpret the results. The Assessment Team will deliver the CCAI to Global Scholars and control group of non-Scholars. Levin will offer the GSCP to reward student achievement. *The Evaluator will review the results of all the objectives and determine if they have been met.*

***e. Explain how the applicant will provide equal access and treatment to members of racial and ethnic minorities, women, handicapped persons, and elderly.***

SUNY has a system-wide non-discrimination policy in place: Policy Title: Equal Opportunity: Access, Employment and Fair Treatment in the State University of New York. On October 26, 1983, the Board of Trustees adopted Resolution 83 - 216, which reaffirmed the University's non-discrimination and harassment policy and required fair treatment without regard to personal preferences. This policy will be encouraged through posting online the Globalization Curriculum, language courses, and training videos and a transcript for the hearing impaired. We commit to follow this non-discrimination policy and assure that all Brockport and Cortland students will have equal access to, and derive benefits from, the global workforce project.

## **2) Quality of Key Personnel**

**a. Describe how the experience and qualifications of the project director is adequate**  
Vice President for Academic Affairs Lynne Rosansky will serve as the Project Director. Dr. Rosansky leads Levin's academic programming and cross-cultural management curriculum initiatives. In her academic and consulting career, she has specialized in competency model development and performance management training. She previously served as the President of Hult International Business School in Massachusetts, and has a long and successful career in international education and training for both industry and educational institutions. As a consultant, she developed competency models for General Electric, the US Navy and the IRS.

**b. Describe how the experiences and qualifications of each of the other key personnel and teaching staff is adequate**

See the attached CVs for all of the staff listed below (Indexes 3-6):

- Project Manager Ms. Smolar has managed content, personnel, and marketing for Globalization101.org for four years. She has given more than 200 presentations as Project Manager and as a Public Affairs Officer in charge of education programs at the Embassy of Israel in Washington, DC. She has a Masters in International Communications.
- Brockport Project Co-Coordinator Carl Davila, PhD (Yale) is a Visiting Assistant Professor, Presidential Fellow, and has joint appointments with Departments of History and Anthropology. He is an expert on culture and history of the Arab and Islamic worlds. He will also write the Globalization and Religion module.
- Brockport Project Co-Coordinator Chris Price, PhD (University of Albany) is the Director of the Center for Excellence in Learning and Teaching.

- Cortland Project Coordinator William Skipper, PhD (Anthropology, Cornell) is an Assistant Professor of Sociology at Cortland. He teaches Technology and Society, Sociology of Globalization, Introduction to International Studies, amongst other courses.
- Prof. Wang Haiying has a Master of Science in Second Language Education. She is an Adjunct lecturer of Chinese at Cortland and teaches online Chinese to Department of Defense students. Prof. Wang will develop and teach the Mandarin Chinese courses.
- Dr. Baban Hasnat, PhD (Economics, University of Tennessee) is a Professor of International Business and Economics at Brockport. Dr. Hasnat has taught Money and Banking, International Business, amongst other courses. He will write the Global Banking and Finance module.
- Dr. Girish Bhat, PhD (History, University of California, Berkeley) is Chair and Associate Professor, Russian & European History at Cortland. Dr. Bhat teaches Twentieth-Century World History, Western Civilization and other history courses. He will write the Nationalism and State Sovereignty module.
- Dr. James Spiller, PhD (American History, University of Wisconsin, Madison) is Associate Professor of History at Brockport. He has published numerous articles and given presentations on science and technology. He will write the Technology and Globalization module.
- Dr. Biru Paul, PhD (Economics, SUNY Binghamton) is an Assistant Professor of Economics at Cortland. He teaches macro and micro economics and international trade. He will write the Global Trade Module.



- Dr. Christopher Cirimo, PhD (Environmental Science and Engineering, Syracuse University) is Chairperson of Geological Sciences at Cortland. He has significant publications in environmental sciences. He will write the Sustainability module.
- Dr. Ibipo Johnston-Anumonwo, PhD (Geography, Clark University) is a Professor of Geography at Cortland. Dr. Johnston has taught geography, development, and political economy and is well-published in her field. Dr. Johnston will write the Global Demographics module.
- Dr. Eric Kaldor, PhD (Sociology, Rutgers University) is an Assistant Professor of Sociology at Brockport. He is publishing a scholarly article on Rethinking Cultural Difference in a Global Economy. He will write the Culture and Human Rights module.
- Dr. Jena Curtis, PhD (Health Education, Columbia University) is an Assistant Professor of Health at Cortland. She will write the Global Health Sciences Module.
- Dr. Rosansky, PhD (Boston University) will write the Global Services Module. (Bio above)
- Dr. Marley Barduhn, Ph.D (Human Development, Syracuse) will lead the Assessment Team. She is the Associate Dean of Education at Cortland and Co-Chair of SUNY Cortland Internationalization Team, 2007-09. She has assessed health-related studies and study abroad programs and has an extensive teaching and research background. Other members of the Assessment Team include: 1) Dr. Jerome O'Callaghan, Cortland Associate Dean of Arts and Sciences and 2) Dr. John D. Keiser, Brockport Associate Professor of Business Administration and Economic.

The Faculty Advisory Board will be lead by Dr. Sharon Steadman (Associate Professor of Sociology/Anthropology) at Cortland. She has 17 years of teaching experience and is published. Cortland Advisory Board members include Dr. Henry Steck (Prof. Political Science); Dr. Ted Fay (Prof. Sports Management); Dr. Janet Duncan (Associate Prof., Foundations and Social Advocacy); and Dr. Stephen Burwood (Director, Clark Center for International Education). Brockport members include Dr. Wanda Wakefield (Associate Prof. of History), Dr. Steve Ullman (Prof. of Political Science) and Dr. Barbara Le Savoy (Director, Women's Studies).

Dr. He, Dr. Tang and Robin Harvey will serve on the Chinese Review Board. Dr. He is an Associate Professor, Asian & Asian American Studies Department, SUNY-Stony Brook. She was Project Co-Director for the Title VI Grant: Initial Certification in the Teaching of Asian Languages. Dr. Tang is the Director of TESOL/Bilingual Education/Foreign Language Education Programs at NYU. Ms. Harvey is the Director and Founder of the Greenwich Village Chinese School and Coordinator for the Project for Developing Chinese Language Teachers.

Mr. Rafail Portnoy is Chief Information Officer for the Levin Institute. He has 15-years of experience providing IT services for global organization, including leadership roles at IBM. He will be responsible for overseeing the IT-related aspects of the project.

Dr. Cassandra Drennon Bryant, PhD (Adult Education, University of Georgia) will be the evaluator. She is the President of a private educational consulting group specializing in research and evaluation, project management, and curriculum design.

*c. Explain how the amount of time of each of the key persons in 2a and 2b plans to commit to the project is adequate*

Project Director Dr. Rosansky will give an average 6 hours/week to update Brockport and Cortland provosts and SUNY central, promote the GSCP and online Mandarin Chinese SUNY-wide, and provide quality control for academic aspects of the project. She will write the Global Service Organizations module (Year 1) and lead the Global Workforce Conference (Year 3).

Project Manager Ms. Smolar will give an average 14 hours/week to run the day-to-day operations, will write the training manual (Year 1), co-lead two conferences for Pilot Faculty (Year 2) and oversee the awarding of certificates in the GSCP (Year 3.)

Brockport Project Co-Coordinator, Dr. Davila will give an average two hours/week and two weeks of summer work to coordinate the budget, represent Brockport in inter-campus work, and co-lead the Brockport pilot training conference (Year 2).

Brockport Project Co-Coordinator, Dr. Price will give an average of two hours/week and two weeks of summer work to coordinate intra-campus work, recruit Pilot Faculty, coordinate the faculty learning communities for development faculty (Year 1) and Pilot Faculty (Years 2 and 3), and ensure promotion of the GSCP and the Mandarin Chinese courses.

Cortland Project Coordinator, Dr. Skipper will give an average 6 hours/week and one month of summer work to coordinate intra- and inter-campus work, recruit Pilot Faculty, oversee Mandarin Chinese course delivery, and co- lead the Cortland pilot training conference (Year 2).

Prof. Wang will give 60 hours to develop the online Mandarin Chinese courses (three hours/lesson)(Year 1) and, six hours/week to teach the courses, host online office hours, deliver assessments, and revise the course according to recommendations (Years 2 and 3).

Nine Curriculum Development Faculty will give as much time as needed to create the modules.

The Assessment Team will give average of 1.2 hours/week to develop the assessments in Year 1, and to administer and interpret the assessments in Years 2 and 3.

The Faculty Advisory Board will give an average one hour/week to approve the modules, assessments and Pilot Faculty (Year 1); review edits and suggest changes (Year 2); and review edits and suggest changes and promote modules campus-wide (Year 3).

The Chinese Review Board will give at least 12 hours/year to oversee development of course learning outcomes and goals and ensure those outcomes and goals are met, assess the effectiveness of the online courses and make recommendations for course improvement.

Levin IT will give an about 1.4 hours/week to perform an infrastructure analysis at three sites (Cortland, Brockport, Levin) to ensure readiness for Mandarin Chinese language course delivery; provide infrastructure support for the online Mandarin Chinese courses, including materials hosting, hardware utilization and other tasks to ensure stable IT environment; train Prof. Wang (Year 1); produce the training video and stream the Global Workforce Conference (Year 3).

The Evaluator will provide about 11 days in Years 1 and 2, and 15 days in Year 3 for evaluation of the whole project and its design.

***d. Show how the non-discrimination policy will be encouraged***

The SUNY system has a non-discrimination policy in place: Policy Title: Equal Opportunity: Access, Employment and Fair Treatment in the State University of New York. On October 26, 1983, the Board of Trustees adopted Resolution 83 - 216, which reaffirmed the University's non-discrimination and harassment policy and required fair treatment without regard to personal preferences. This policy will be encouraged through the transparent system to recruit Pilot

Faculty. The Faculty Advisory Board will base its decisions solely on course applicability and relevance as well as the applicant's plan for sustainably integrating the modules into the course.

### 3) Budget

*a. Demonstrate how the budget supports project activities by providing a detailed breakout for each year for which Federal funding is requested.*

The total budget is \$818,379, of which \$402,984 will be requested and \$415,395 will be provided in matching. Costs include: Year 1: 266,374 (Request \$136,402 + Match \$129,972); Year 2: \$276,143 (Request \$137,212 +Match \$138,931); and Year 3: \$276,223 (Request \$129,370 + Match \$146,493). Brockport and Cortland have sub-awards for each year. The sub-awards and the request are spelled out in the Budget narrative. All numbers are rounded to give whole dollar amounts. Please note the following: all personnel costs below include **fringe benefits**. To calculate the budget for project activities, we included numbers from **requested funds and matching funds**. Due to the use of sub-awards for Brockport and Cortland, the faculty numbers below will not directly correspond to a line item in the budget narrative. For example, the Faculty Advisory Board numbers were calculated using personnel and fringe costs from Brockport and Cortland sub-awards. We give our assurance that Brockport, Cortland and Levin will use the Federal assistance to supplement and not supplant non-Federal funds the institution expends for programs to improve undergraduate instruction in international studies and foreign languages.

#### Project Activities Year 1

- Development of the Globalization Curriculum and Training Manual: 9 Curriculum Development Faculty (\$41,760)<sup>2</sup> + 8- member Faculty Advisory Board (\$20,804) + needed books (\$800) + web costs to develop the online collaboration site (\$1,200)
- Development of Assessment Tools: Assessment Team (\$14,590) + books and periodicals to be used to develop the assessments (\$900).
- Mandarin Chinese course development: Prof. Wang (\$4,125) + Chinese Review Board (\$3000) + Levin IT (\$16,591) + Course supplies to build the courses (\$300) + Videoconferencing unit (\$6000) + Travel for Prof. Wang to Levin (\$722)
- Project Oversight: office supplies (\$300) + Conference Call lines (\$600) + Project Director (\$48,017) + Project Manager (\$32,694) + Brockport Project Coordinators (\$15,431) + Cortland Project Coordinator (\$17,220) + outside evaluator (\$9,548) + Travel to VI Conference (\$1800) + Overhead (\$26559)

### Project Activities Year 2

- Training of 20 Pilot Faculty: Travel of Project Manager to two conferences (\$2694) + portion of summer salaries of Brockport and Cortland Project Coordinators (\$13,985)
- Piloting ten modules at two schools: 20 Pilot Faculty (\$37,033) + Faculty Advisory Board review edits (\$22,307) + Website upgrade for the globalization modules (\$2400).
- Module Assessment: Assessment Team analyzes the assessments (\$15,072).

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<sup>2</sup> Calculated by adding \$36,000 (\$4000 per module x 9) + Fringe \$5760 (\$640 x 9)

- Online Mandarin Chinese 101 and 102: Prof. Wang (\$8,340) + Brockport Tech support (\$1590) + Chinese Review Board (\$3000) + Levin IT (\$17,955) + supplies (\$200) + OPIc for Mandarin Chinese 102 students (\$1750)
- Global Scholars Certificate Program: Project Director, Project Manager, and Project Coordinators will contribute time to this activity
- Project Oversight: Office Supplies (\$300) + Conference Call lines (\$600) + Project Director (\$51,467) + Project Manager (\$35043) + Brockport Project Coordinators (\$8107) (minus summer work)+ Cortland Project Coordinator (\$11,059) (minus summer work) + Evaluator (\$9472) + Travel to the Title VI conference (\$1800) + Overhead (\$27333)

Project Activities Year 3:

- Piloting ten modules at two schools: A Faculty Advisory Board review edits (\$23,295) + web costs to upload modules, assessments, training videos and training manual (\$2400).
- Module Assessment: Assessment Team interprets portfolio assessments and compile results across all modules (\$18,578) + evaluation instruments (\$2000) + assessment instruments (\$818)
- Online Mandarin Chinese 101 and 102: Prof. Wang (\$8,490) + Brockport Tech person (\$1,590) + Chinese Review Board that assesses and reviews the delivery of the Mandarin Chinese 101 and 102 courses (\$3000) + Levin IT (\$18,818) + supplies (\$200) + OPIc for Mandarin Chinese 102 students (\$1750)
- Training video (\$3000)

- SUNY-wide promotion of the GSCP, Globalization Curriculum, and online Mandarin Chinese Language Courses: Project Director and Project Manager will contribute time
- Global Workforce Conference: Levin Conference Manager Marge Lipton to coordinate the conference (\$13,963) + Travel stipends for Pilot Faculty to present (\$7222)
- Project Oversight: office supplies (\$300) + Conference Call lines (\$600) + Project Director (\$53,941) + Project Manager (\$36,727) + Brockport Project Coordinator (\$16,867) + Cortland Project Coordinator (\$19,629) +evaluator (\$12,748) + Travel to the Title VI conference (\$1800) + Overhead (\$25,639)

***b. Discuss the project's cost effectiveness and show the relationship between the cost of the project and the project objectives.***

Piloting the program at two campuses and then promoting it during the project period and beyond is cost-effective. While this pilot project's Globalization Curriculum impacts 1600 students directly, it will be used as a model for reaching out to nearly 450,000 students across 64 SUNY campuses. Additionally, it is cost-effective is because the Mandarin Chinese program builds upon an existing program at Cortland, whose students will serve as a control group. The only costs for the control group will be \$1000/year in Years 2 and 3 for the OPIc. Brockport costs are low, since Brockport will only need to provide a tech support person (\$1500/year in Year 2 and 3) to monitor the online Chinese classes. Levin IT will provide all technology training as a cost-share. The project design for the Mandarin Chinese program is cost-effective as Brockport, and other campuses in subsequent years, will be able to offer Mandarin Chinese without having to build new programs from scratch on their own campuses.



The requested budget is \$402,984. **Staff costs** will be about **80 percent** to manage the project; write nine curriculum modules; train 20 Pilot Faculty; pilot 10 curriculum modules in 20 courses; assess 20 courses; develop, twice and assess online Mandarin Chinese 101 and 102; give tech-support for online Mandarin Chinese 101 and 102 course delivery; produce a training video; pay one –month of summer salaries for campus coordinators; and, oversee and evaluate the project.

**Technology** costs are about **three percent**, including website fees to upload the modules and training resources and a video-conferencing unit to deliver online Chinese courses. **Travel costs** will be about **four percent**, including two pilot training conferences, a trip to Levin to meet the Chinese Review Board, the Global Workforce Conference, and the annual Title VI conference.

**Other costs** will be about **three percent**, including books to create the modules, assessments, and the online Chinese courses; office supplies; and evaluation instruments and assessment tools (CCAI and the OPIc). **Indirect costs** are **eight percent**. Please note overhead costs are not calculated in the objectives below, however both **matching funds and costs are calculated.**

The first objective focusing on integrating a Globalization Curriculum into 20 GenEd courses, will cost \$332,796: nine Curriculum Development Faculty to write nine modules; the project manager to travel to the training conferences; 20 faculty to pilot the 10 modules (50%; the Assessment Team (50 percent time) to assess the modules; an evaluator (35 percent time); Faculty Advisory Board (50 percent) and, the Project Manager (35 percent), Project Director (45 percent) and campus coordinators (35 percent) to ensure activities are carried out. Other costs include web costs, training video, books, assessment instruments, conference call line, and travel to the Global Workforce conference and Title VI.

The second objective focusing on an online Mandarin Chinese program, will cost \$187,429: a Chinese Language Teacher to develop and twice pilot the online courses; a Chinese Review Board to provide oversight; assessment and supplies; Travel to Levin for a Review Board meeting; Levin IT to give training; Brockport tech support; assessments; Project Manager (25 percent), Project Director (20 percent) and campus coordinators (25 percent) to provide logistical support; and the evaluator (30 percent).

The third objective focusing on students skill achievement, will cost \$298,154: 20 faculty to teach the 10 modules (50 percent); the Assessment Team to assess the modules (50 percent); an evaluator (35 percent); Faculty Advisory Board (50 percent); and, the Project Manager (40 percent), Project Director (35 percent) and campus coordinators (40 percent) to ensure activities are carried out; assessments and evaluation instruments; and, books and supplies.

#### **4) Adequacy of Resources**

##### ***a. Show that the facilities, equipment, supplies and other resources, library and language facilities are adequate to carry out the project***

Levin will provide: 1) Technology expertise and web-conferencing software to deliver online Mandarin Chinese; 2) Staff to make the training video; 3) Conference center to host the Global Workforce Conference; and, 4) G101, to house the Globalization Curriculum, training materials, and the online collaboration space. Cortland will provide 1) a video-conference studio to deliver and record Mandarin Chinese classes and 2) books to develop the modules, assessments, and the Mandarin Chinese course. Brockport will provide: 1) Two Learning Communities: one for Curriculum Developers in Year 1 and one for Pilot Faculty in Years 2 and 3; 2) A tech staff

person to troubleshoot the online Mandarin Chinese; and 3) books to develop the modules and assessments. A video-conferencing unit will be purchased to be used for the Chinese classes.

## 5) Plan of Evaluation

- a. Provide a plan for evaluating the effectiveness of the project.

Cassandra Drennon & Associates, Inc. (CD&A) will conduct an objective external evaluation of the project. The firm has a decade of experience evaluating federally-funded grant projects, many higher education grants focusing on international learning, intercultural competence, and campus internationalization. To follow the project development and inform mid-course modifications, the evaluation will start at the time of funding, extend through the funded life of the project, and focus on the implementation process as well as the outcomes of the project.

Table 4 displays the project activities, outputs, and performance indicators; it maps these to the ultimate project goals — preparing undergraduate students to compete effectively in a global workforce. During the formative or process phase of the evaluation, questions will be pursued such as, "To what extent is the project progressing as planned? What changes have been made to the project design and to what effect? What successes are being achieved? And, finally, What challenges is the project encountering that, if addressed, could improve its overall likelihood of success?" The summative or outcomes phase of the evaluation occurs at the end of the project and pursues the essential questions, "Did the project deliver on its promises? And, therefore, is it likely that beyond the period of funding, the ultimate goals for the project can also be achieved?"

**Table 4: Logic Model**

Activities	Outputs	Outcomes and Performance Indicators	Ultimate Goal	Evaluation Plan
<p>Develop, pilot and assess, revise and promote a Globalization Curriculum (Years 1,2, and 3)</p>	<p>Ten 2-week globalization modules that are integrated into 20 general education courses at two SUNY campuses</p> <p>1600 undergraduate students reached by the pilot (of which 400 randomly selected students will be assessed)</p> <p>Promotional efforts include a Global Workforce Conference held at Levin.</p>	<p>80 percent of students assessed for the pilot (n=400) will demonstrate global knowledge, as reflected by course grades and a minimum portfolio rating of 3 out of possible 4 points.</p> <p>80 percent of students assessed (n=400) will demonstrate cross-cultural skills, as reflected by course grades and a minimum portfolio rating of 3.</p> <p>1600 students complete at least one module.</p> <p>100 SUNY and non-SUNY college faculty attend the Global Workforce Conference</p> <p>Conference participants learn how global issues are integrated into GenEd courses</p>	<p>Undergraduate students will be better prepared to compete effectively in the global workforce</p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-Online collaboration space and Faculty Advisory Board video conference are observed to discern issues and themes in the module development process. (Year 1)</li> <li>-Key documents are reviewed. (Year 1)</li> <li>-Lead project staff interviewed. (Year 1)</li> <li>-Student and Faculty Feedback surveys are completed after each module to identify strengths and weaknesses of the modules. (Years 2 &amp; 3)</li> </ul> <p><b>Summative:</b></p> <p>Course grades and portfolio assessment ratings from a random sample of 400 students will be analyzed to determine if modules are producing the desired knowledge and skill outcomes. (Years 2 &amp; 3)</p> <p>Outcomes of the Global Workforce Conference assessed via a participant survey.</p>
<p>Develop and train professors deliver and assess the Globalization Curriculum</p>	<p>20 trained Pilot Faculty</p> <p>Training Manual (Year 1)</p>	<p>Faculty develop the instructional skills to implement the Globalization Curriculum Modules and assessments in their courses, as</p>	<p>Faculty will be prepared to deliver and assess student outcomes of the Globalization Curriculum.</p>	<p><b>Formative:</b></p> <p>Post-training, faculty will complete a questionnaire to garner input on the strengths and weaknesses of the training and to assess potential modifications for</p>

**Table 4: Logic Model**

Activities	Outputs	Outcomes and Performance Indicators	Ultimate Goal	Evaluation Plan
modules (Years 1,2, and 3)	Training video posted online (Year 3)	indicated by their achievement in the retrospective pretest		improvement (Year 2)  <b>Summative:</b> Faculty knowledge and skill gained through the training will be measured using a retrospective pretest. (Year 2)
Create a Global Scholars Certificate Program	Levin Global Scholars Certificate Program  40 students awarded the certificate by Year 3, based on completion of four or more modules, 3.0 GPA in 201 and 202-level European language courses (or 3.5 in 101 and 102 non-European language courses), and an overall GPA of 3.5.	Global Scholars will demonstrate a strong ability to adapt to any culture as well as a deeper understanding of global trends and controversies compared to non-Global Scholars, as measured by the Cross Cultural Adaptability Index (CCAI) and initial interviews (year 3)	Global Scholars are ready to compete in the global workforce, in terms of language, adaptability, diplomatic skills, and strong grasp of economic and political trends	<b>Summative:</b>  The Assessment Team administers the Cross Cultural Adaptability Index, to scholars and a comparison group of non-Global Scholars. Means will be compared to determine if those with the Global Scholars Certificate score higher than those without it. (Year 3)
Develop and pilot an online introductory-level Mandarin Chinese program	Two high-quality, online Mandarin Chinese 101 and 102 courses  30 SUNY students who have taken the Mandarin	Students in the online class will gain Mandarin Chinese language skills comparable to students receiving face-to-face classroom instruction, as indicated by a ten percent or less difference in	Increase competitiveness of SUNY undergraduate students through creating replicable online courses that exposes students to Mandarin Chinese, as well	<b>Formative:</b>  Student questionnaire completed after each course to determine strengths and weakness of the course design and delivery modes. (Years 2 & 3)  Mandarin OPIc exam administered after

Table 4: Logic Model				
Activities	Outputs	Outcomes and Performance Indicators	Ultimate Goal	Evaluation Plan
	Chinese 101 and 102 courses by Year 3.	proficiency assessments.	as Chinese culture and philosophy,	<p>Mandarin Chinese 102 (Years 2 &amp; 3)</p> <p>Faculty member and Chinese Review Board interviewed. (Year 2 &amp; 3)</p> <p><b>Summative:</b></p> <p>Faculty will submit report detailing student achievement on oral and written skills, analyzing use of the office hours, and analyzing the success of the teaching activities. Language achievement will be demonstrated by minimum GPA of 3.0 in 200-level language courses or 3.5 in 100-level courses and overall 3.5 GPA. (Years 2 &amp; 3)</p>

***b. Indicate the criteria to be used to evaluate the results of the project.***

The following criteria will evaluate faculty training and module integration achieved by training workshops and by teaching the modules: *Faculty demonstrate ability and skills to successfully integrate and implement globalization trends and controversies, as reflected in performance in retrospective pre- tests and the ability to assess student outcomes.*

The following criteria will evaluate student learning achieved by the Globalization Curriculum:

- 1) Students grasp the complexities associated with the convergence of economic, political, and cultural systems across the globe;*
- 2) Students apply global workforce skills (cross-cultural*

*communications, holistic thinking, knowledge of global issues, and technology-know) in classroom projects and assignments; and, 3) Students view global controversies through multiple cultural lens, as reflected in course grades and scores of 3.0 or higher on the portfolios.*

The following additional criteria (including the module criteria) will evaluate the GSCP: *1) Students apply for the Global Scholars Certificate; 2) Global Scholars demonstrate mastery of the global workforce skills, a high-level of understanding of the globalization trends and controversies, and foreign language competence, as reflected in interviews and CCAI scores whose means are higher than non-Scholars.*

The following criteria will be evaluate the online Mandarin Chinese program: *1) Online students demonstrate oral speaking and comprehension skills that are comparable with in-person students (measured within ten percent mastery); 2) Online students gain basic reading and writing skills as well as understanding of Chinese culture and philosophy; and 3) SUNY Cortland and Brockport demonstrate demand for course continuation in Year 3.*

***c. Describe the methods of evaluation. Describe the kinds of data to be collected and analyzed. Will this provide an evaluation that is objective and quantifiable? Indicate how evaluation results will be used to shape the development of the project.***

The data collection methods will maximize opportunity to incorporate lessons learned during the pilot period, allowing a judgment about the project's overall success to be rendered once it concludes. Methods include: review of key documents and artifacts, such as the Globalization Curriculum modules and training guides; interviews with project staff and faculty; retrospective pre-testing of the faculty training; faculty and student questionnaires; and portfolio rankings and student performance data provided by the Assessment Team. We will provide communication with the project staff, an annual summary of recommendations, and a final project evaluation.

These methods will produce objective and quantifiable results, as demonstrated by the use of portfolio rating for global knowledge and cross-cultural skills (1-4 rating scale) for evaluating the modules and the use of the CCAI (an objective standardized test) for the Global Scholars. The Assessment Team will assure objective interpretation through the use of the rubric.

***d. Describe or provide examples (in the appendices) of evaluation tools. Present a proposed timetable for conducting evaluations.***

Data collection tools will assure a rigorous evaluation that yields defensible findings. These tools include semi-structured interview guides customized for faculty, students, and project staff; questionnaires to gather student feedback on the modules and faculty feedback on training and the Global Workforce Conference; a retrospective pretest to verify changes in faculty knowledge and skill to deliver and assess the modules; portfolio scoring rubrics for use by the Assessment Team in determining students' performance on the modules; and validated instruments such as the CCAI and the Mandarin OPIc to determine student learning. The project distinguishes between the assessment of student learning (the province of faculty) and project evaluation that determines the extent the project has achieved its goals and why. CD&A will work closely with the Assessment Team to assure that student assessment data will inform the project evaluation.

<b>Table 5: Evaluation Timetable</b>	
<b>Year 1:</b> Fall 2009 and Spring 2010	Online collaboration website and development process is observed.
Spring 2010:	The Globalization Curriculum, training manual, and the Mandarin Chinese course are evaluated
<b>Year 2:</b> Summer 2010	Pilot professor training sessions are evaluated
Fall 2010 and	After each of the 20 courses deliveries, the professors and students fill out feedback questionnaires and the randomly selected group of ten students submits



Spring 2011	portfolios. Portfolios are rated by the Assessment Team using the scoring rubrics.
Winter 2010-2011 (intercession):	Learning in Mandarin Chinese 101 course is assessed and the results are communicated to the evaluator. Faculty, tech person and IT staff are interviewed; students complete course feedback questionnaires; results are compiled, analyzed and communicated to Levin
Spring 2011	Mandarin Chinese 102 course is evaluated as above and results are communicated to Levin. OPIc tests are given to online and in-person courses, results compiled and submitted to evaluator. Results used to revise the courses.
<b>Year 3:</b> Summer 2011	All modules are revised according to the evaluation feedback
Fall 2011 and Spring 2012	After each of the 20 course deliveries, the professors and students fill out feedback questionnaires and the ten randomly selected students submit portfolios and answer questionnaires. Portfolios are rated using the scoring rubrics.
Spring 2012	Global Scholars and members of a comparison group on non-Global Scholars take the CCAI. Scholars are interviewed about their experience in the program.
Late Spring 2012	Global Workforce Conference is held. Participants complete feedback questionnaire.

## 6. Commitment to International Studies

*a. Show current strengths as measured by the number of international studies offered*

Cortland, Brockport, and Levin, have strong international studies programs. Cortland's multi-disciplinary International Studies Program has 50 majors in 11 area and concentrations: Africa, Asia and Pacific Basin, Europe, Latin America, and Geography, Culture and Globalism, Global Economic Systems, Global Political Systems, Historical Development, International Health, and Women's Studies. Brockport's International Studies program (in the Political Science department) has six tracks: Developing Societies, Former and Current Communist Societies, Advanced Industrial Societies, Multi-regional Track; International Environmental Issues, and International Business. International Business is also offered as a major in the Business School. Levin offers: a 15- credit International Finance and Global Banking semester and a "Science, Technology and International Relations" summer certificate program that include classroom

study, field trips, lecture series, and project-based learning activities, and operates the web-site [www.Globalization101.org](http://www.Globalization101.org), an award winning educational web-site focused on globalization.

***b. Explain how faculty & administrators have been involved in the planning for the implementation of the proposed program***

*Chinese-language component:* Brockport distributed a survey measuring student interest for online Chinese. (See attached Index 2). Levin recruited and met the Chinese Review Board and discussed their role in the project and hosted conference calls between the Board and Prof. Wang to decide the assessment plan. Levin researched delivery systems for the online courses and hosted conference calls amongst Brockport, Cortland, and Levin technology staff. Levin has met with the Asia Society and the NY Chinese Language Task Force about fulfilling the higher education parts of the report thru offering online Mandarin Chinese to SUNY in future years, based on the model program tested in this grant (See Asia Society letter of support in Index 8).

*Globalization Curriculum:* Levin hosted weekly conference calls for nine months amongst the project coordinators and sponsored program staff. Levin recruited the evaluator. Assessment Team members and the evaluator joined calls when needed to discuss the appropriate evaluation tools. Cortland and Brockport coordinators met with school deans and department chairs to approve the project design and recruit the Curriculum Development Faculty, Assessment Team, and Faculty Advisory Board. Brockport and Cortland have committed to distribute information about federally funded scholarship programs in related areas. Levin will communicate this information to the study abroad offices at both schools. (See Index 8: Letters of Support).

*c. Describe the institutional commitment to the establishment, operation, continuation of the program as demonstrated by optimal use of available personnel and other resources*

The presidents or provosts at all three institutions support the program and give assurances that they will be actively involved and will collaborate to achieve the project objectives. (Index 8: Letters of Support) Cortland has a goal of campus internationalization and is working with the American Council on Education (ACE) to implement that goal. This project will apply ACE's proposals to internationalize the curriculum and strengthen foreign language instruction. Cortland's ACE task force members are serving as module developers and as members of the Faculty Advisory Board and Assessment Team. Cortland is ready to pilot online Mandarin Chinese. Cortland has committed to integrating the modules into GenEd courses, offering the GSCP, and promoting both long-term via the International Studies Department. Cortland dedicated 14 staff members to this program, including two school deans.

Brockport: This project aligns with Brockport's diversity initiatives (a required GenEd course on prejudices arising from ethnic hatred and religious intolerance) and the Delta College Program, an alternative GenEd program that develops 21<sup>st</sup> century skills, including "a working familiarity with other cultures and languages, understanding of technology, and ability to function as a member of a global community." Many module topics reflect the diversity goals and will fit into the Delta program. The Center for Teaching Excellence will create two Faculty Learning Communities (FLCs): one for developers and one for pilots. Brockport has committed to offering the module and the GSCP in the long term and plans to continue online Mandarin Chinese. Brockport has dedicated ten staff members to the project. The Levin Institute: Levin serves as a catalyst for the globalization of SUNY by, for example, signing a SUNY-wide agreement with Nanjing University, and establishing a SUNY Beijing office. Levin will recruit SUNY campuses to offer the modules, the GSCP, and the online Mandarin Chinese courses. Top

Levin personnel are involved: Vice President of Academic Affairs, Chief Information Officer, Director of Conferences and Events, and Project Manager.

## **7. Elements of the Proposed International Studies Program**

### ***a. Describe how the proposed activities contribute to the implementation of a program in international studies and foreign languages***

The proposed program: 1) Modularized Globalization Curriculum with ten modules, 2) GSCP, and 3) two online, introductory Mandarin Chinese courses focusing on orality. These activities will implement the non-language parts: 1) Development of the Globalization Curriculum, assessment tools, and training resources; 2) Piloting and assessing ten modules in 20 courses; 3) Promoting the GSCP on pilot campuses and SUNY-wide; 4) The Global Workforce Conference; 5) Posting the Globalization Curriculum and training materials on G101; 6) Linking the modules and the GSCP on Brockport, Cortland, and SUNY websites; 7) Promoting the modules in the orientation packets; and 8) Evaluating the project.

These activities will deliver the Mandarin Chinese Program: 1) Development of two, online Mandarin Chinese classes; 2) Meeting at Levin between the Chinese Review Board and Prof. Wang; 3) Chinese Review Board approval of the curriculum; 4) Publicizing the Chinese courses at Brockport; 5) Piloting online Mandarin Chinese 101 and 102 at Brockport in Years 2 and 3 and assessing 102 courses with the OPIc; 5) Portfolio assessments of online 101 and 102 courses and, 6) Evaluation of the courses, subsequent edit, and approval by the Chinese Review Board (Years 2 and 3).

### ***b. Show how adequate and appropriate the interdisciplinary aspects of the program are***

Ten modules were chosen because they will teach globalization through different lenses and disciplines. The modules will include diverse perspectives (including multiple perspectives per topic included in reading from different scholars.) The reading will generate debate on world regions and international affairs. The modules will teach:

- 1) Global Banking and Finance: the significance of financial markets, and international investment, in the processes of globalization;
- 2) Nationalism and State Sovereignty: the impacts of globalization in the political, legal, economic and cultural spheres on traditional concepts of the nation state, national identity and state sovereignty. This module will have historical and cross-cultural aspects;
- 3) Religion and Globalization: how various religious cultures have influenced and been shaped by the social and economic impacts of globalization;
- 4) Science and Technology: the impacts of technology and the sciences on the emergent global culture, the findings of various sciences on globalization, international cooperation/competition in the development of new technologies;
- 5) Global Trade: a broad historic overview of the role of international trade in fueling globalization, as well as concepts of trade liberalization and economic development;
- 6) Sustainability: the issue of sustainability, as it affects global business, economic development, and government policy;
- 7) Global Service Organizations: the role of non-governmental organizations, international aid organizations, the UN, NATO, and the EU;
- 8) Global Demographics: how economic processes, migration, differential birth rates, etc. affect global cultures at the micro and macro levels;
- 9) Culture and Human Rights: international concepts of human rights competing

with/challenging the status of local, national and indigenous concepts of same;

10) Global Health Science: international aspects of health sciences, such as access to reproductive rights and technologies and/or the impacts of same on local cultural realities, and the international economic and political dimensions of access to health care.

***c. Demonstrate how the number of new and revised courses will be adequate to meet the programmatic needs***

There will be ten modules in 20 courses, which will ensure that the projected 1600 students gain exposure to globalization and global workforce skills and that at least 40 will be eligible for the GSCP. Ten courses provide students with ample opportunity to complete four courses with modules, making the GSCP accessible. Ten modules provide other SUNY campuses enough modules to offer the GSCP, thus insuring more SUNY schools participate in the future.

***d. Explain how adequate the plans are for improving and expanding language instruction***

The project designs allows for Cortland to expand its offering of Mandarin Chinese, by testing new online sections. Brockport will be able to offer Mandarin Chinese to their students, thus expanding their foreign language program. The use of the Faculty Advisory Board provides a mechanism for quality control to ensure the highest quality courses, as they will measure learning in comparison to the in-person Cortland courses, taught by the same faculty member.

**8. Need for and Prospective Results for the Proposed Program**

***a. Explain how the proposed activities are needed***

Globalization has impacted the State of New York. Until recently, New York City benefited through the globalization of the world's' financial system, while upstate New York suffered

significant job and income loss, worsened by outsourcing. The recent global economic downturn and the rise of China further complicate the situation, yet creates unique opportunities. China and Hong Kong were New York's 3<sup>rd</sup> largest export market, with \$5.91 billion in exports in 2007.<sup>3</sup> With the short-term shrinking of the US economy, international trade, especially to China, will be more important. To take advantage of these opportunities, New Yorkers must have cross-cultural skills, global issues knowledge, technology skills, and increased foreign language competence. This Project will launch a pilot program whose long term goals will increase the global preparedness of New York's future workforce, while creating a method to increase their Chinese language skills. Because of SUNY's vast size (450,000 students), pilot program success will be expanded using the Internet to distribute global workforce content.

All SUNY schools offer language courses and degrees; only eight (13 percent) offer Chinese. The NY Chinese Language Task Force's Draft Report states: "...in the 21<sup>st</sup> Century's globalized economy, the modern workplace will increasingly require functional proficiency in a foreign language – especially Chinese – and the ability to communicate effectively across cultures." (See Index 1) Future employment competitiveness is a major issue for SUNY. The NY State Commission on Higher Education notes to: "*internationalize the broader curriculum to ensure that students in every major graduate with a more comprehensive and nuanced understand of the world beyond our borders*".<sup>4</sup> Despite this goal, only seven schools offer international business degrees/concentrations/certificates and only seven offer international studies or international relations degrees/concentrations/certificates. Less than 20 percent of the 36 community colleges

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<sup>3</sup> Press Release, "New York State Economic Development Agency Names New Representative for International Business Development in China, 2/22/08, [www.nylovesbiz.com](http://www.nylovesbiz.com)

<sup>4</sup> [http://www.hecommission.state.ny.us/report/CHE\\_Final-Report\\_200806.pdf](http://www.hecommission.state.ny.us/report/CHE_Final-Report_200806.pdf)

offer international business or international relations degrees/concentrations/certificates. SUNY GenEd international requirements also vary widely. Most of the four-year schools delineate the requirement as “Western Civilizations and Non-Western Civilizations.” Only three schools have issue-oriented requirements: Brockport, Cortland, and Plattsburgh. The “West” vs. “the rest” delineations does not lead to critical thinking skills needed to understand globalization.

A Globalization Curriculum integrated into GenEd courses responds directly to the need to build a global skill-set as outlined by former UPS CEO, Michael Eskew: trade literate, sensitive to foreign cultures, conversant in different languages, technology savvy, capable of managing complexity, and ethical.<sup>5</sup> The project will create awareness of global opportunities and will enhance study abroad by encouraging demand for more global engagement. As the pilot program disseminates throughout the SUNY system, these efforts will gradually build New York’s workforce skills to respond to global competition. The Global Workforce Conference to be held at Levin is part of a global education series that Levin and partner SUNY schools will launch system wide. The conference will promote the Globalization Curriculum within SUNY and reach out to the broader higher education community. The training video will also increase the reach. The Global Scholars Certificate will create a recognizable achievement for the students who participate, marking them as better prepared for employment in the global economy.

SUNY aims to strengthen its global orientation. It is opening a Beijing office to increase exchange programs, but sees this China opportunity as just the first of many initiatives. As Levin was tasked by SUNY to catalyze its global strategy and fortify SUNY’s links to China, the

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<sup>5</sup> <http://www.internationaled.org/statesinstitute2005/EskewSpeech120805.pdf>



modules, GSCP, and the Chinese courses will have an even larger impact. The vision of a larger New York-China relationship, supported by SUNY, will aim to increase the Chinese language competencies of New Yorkers through making these program available SUNY-wide. We anticipate that students at ALL SUNY campuses will have access to Chinese language learning.

***b. Explain how the proposed use of Federal funds will result in the implementation of a program in international studies and foreign languages***

This proposal calls for the creation and implementation of ten newly-developed curriculum modules to be integrated into 20 existing courses offered at Cortland and Brockport, with the goal of providing enhanced instruction to 1600 undergraduate students. Course offerings by design will expose students to globalization issues and global workforce skills. Students with outstanding achievement in foreign languages and overall GPA and who have completed four modules will have the opportunity to apply for the Global Scholars Certificate Program. This proposal will build upon an existing Mandarin Chinese program at Cortland, by creating online sections of the 101 and 102-level courses and piloting them to Brockport students, with the goal of comparable Cortland and Brockport students' assessment scores. This program builds upon successful partnerships between Levin and other SUNY campuses to deliver quality student programming, such as the partnership with SUNY Buffalo to accredit Levin's International Finance and Global Banking Semester. These partnerships will facilitate the promotion of the Globalization Curriculum, Global Scholars Certificate Program, and Mandarin Chinese program throughout the SUNY system. This program also builds upon a successful dissemination website, [www.globalization101.org](http://www.globalization101.org), which will facilitate the promotion beyond the SUNY system. If funded, The Global Workforce Project, has the potential to play a leading role in internationalizing the SUNY system.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1236-DOE Index 3.doc**

### Attachment 2:

Title: Pages: Uploaded File: **1237-DOE Index1.doc**

### Attachment 3:

Title: Pages: Uploaded File: **1238-DOE Index 2.doc**

### Attachment 4:

Title: Pages: Uploaded File: **1239-DOE Index 4 Module developers.doc**

### Attachment 5:

Title: Pages: Uploaded File: **1240-DOE Index 5 Faculty Advisory Board.doc**

### Attachment 6:

Title: Pages: Uploaded File: **1241-DOE Index 6 Assessment TEam.doc**

### Attachment 7:

Title: Pages: Uploaded File: **1242-DOE Index 7 Chinese Language Team.doc**

### Attachment 8:

Title: Pages: Uploaded File: **1243-DOE Index 8 Letters of Support.pdf**

### **Index 3: Curriculum Vitas of Project Coordinators**

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### **Lynne H. Rosansky, Ph.D.**

Dr. Rosansky is currently the Vice President of Academic Affairs for the Levin Institute, a Graduate Institute of International Relations and Commerce for the State University of New York. Dr. Rosansky leads Levin's academic programs and research initiatives. Dr. Rosansky earned her Ph.D. and M.A. from Boston University and holds an MBA from Babson College. Her BA is from Carnegie-Mellon University.

In her role at The Levin Institute, Dr. Rosansky is responsible for academic program design, development and delivery, selection and coaching of faculty, strategic relationship building with international partner schools and business development. Prior to joining the Levin Institute, Dr. Rosansky was President of Hult International Business School, formerly the Arthur D. Little School of Management where she was Dean. Over the course of her career, Dr. Rosansky has served on the faculties of Brandeis University Graduate School for International Economics & Finance, Simmons Graduate School of Management, and Babson College. Courses taught included: International Business, Business Strategy, Organizational Behavior, Human Resource Management and General Management. As a Visiting Professor at the International University of Japan, , Niigata-ken, JAPAN, Dr. Rosansky designed and delivered the management curriculum for the Intensive International Executive Education Program, a training program for international (Japanese and Chinese) executives being prepared for overseas assignment.

At Arthur D. Little School of Management, Professor Rosansky developed and delivered programs for clients; consultants and MBA students. She was a founding member of the Arthur D. Little HR Consulting Practice and delivered cases for Polaroid Corporation, the IRS and a small telecommunications start-up company. She developed and delivered courses for Senior ADL Consultants on international negotiation and case management. . At Babson, Dr. Rosansky served as faculty director for the Program on Leadership and Influence and taught in both custom and open-enrollment programs. At Brandeis University, Professor Rosansky led the development of the Alliance Strategy program. As a consultant, she has developed competency models and implemented competency-based Human Resource strategies for high tech companies such as Sapient Corp and HP. She has designed and implemented measures for program effectiveness and evaluation.

Dr. Rosansky is also President and founder of LHR International, Inc, a consulting firm specializing in the strategic alignment of people, processes and strategy. Her clients include Mainspring (now part of IBM Global Services), Sapient Corporation, State Street Bank, Haywood Hospital, Verizon, and Ford Motor.

Dr. Rosansky served as faculty director for the Program on Leadership and Influence and for the Program for Women in Management, both at Babson College; She led the Intensive International Executive Program at IUJ (Japan); the Alliance Strategy program at Brandeis University; the Emerging Issues in Information Technology for State Street Bank; the IT Leadership program for State Street Bank and the Going Global program for SK Corporation (Korea). In her role as faculty director, she was responsible for overall curriculum design, development and coordination that included faculty assignments; site visits and company speaker engagements;

student evaluations; extra-curricula activities; projects and team assignments; and client relations.

**Dr. Carl Davila**  
Office: 585-395-5699  
cdavila@brockport.edu

**Current Position:**

Assistant Professor, Department of History, State University of New York College at Brockport

**Education:**

*Yale University* : Ph.D., Arabic Studies and Anthropology — May, 2006

Fields: Arabic Language (history, poetic and grammatical traditions), Late Medieval/Modern Middle East History, Formation of Islam (including Qur'æn, theology and law), Anthropology (sociolinguistics and social theory)

*State University of New York College at Brockport*

BA Summa Cum Laude in History — June, 1998

Minor Field: Women and Gender Studies

**Specializations:**

The Arab world, history of Islam, Arabic language and culture.

**Research Grants:**

2005-2006 Fulbright-Hays Fellowship for Dissertation Research in Morocco  
“The Moroccan Andalusian Music Tradition Between the Spoken and the Written”

2004-2005 Fulbright Fellowship for Research in Morocco  
*translation and textual analysis of Andalusian music texts*

**Recent Conferences and Presentations:**

“Teaching Said” presented at the *Counterpoints* conference on the work of Edward Said, Ottawa, Canada, October, 2008.

“Is ‘Islamic Feminism’ Necessary? A Case in Point” presented at the Seneca Falls Dialogues conference, Seneca Falls, NY, October, 2008.

Conference organizer: *Reconsidering ‘the Orient’ and ‘the Occident’ in the 21st Century: Observing the 30th Anniversary of Edward Said’s Orientalism*, the College at Brockport, 12 April, 2008. [www.brockport.edu/orientalism](http://www.brockport.edu/orientalism)

“The ‘Other Andalusian Music’: Andalusian Strophic Poetry in the Moroccan *Samâ‘ wa-Madîh*” presented at *Muwashshah: Arabic and Hebrew Strophic Poetry and its Romance Parallels* conference at the School of Oriental and African Studies, University of London. October, 2007.

“‘Islamofascism?’ Engineered Discourses on Islam” Presidential Fellows Lecture given at the College at Brockport, November, 2006.

“Text and Performed Text: Linguistic Registers in the Moroccan *Æla*” presented at the Middle East Studies Association annual conference in Boston, MA. November 2006.

“Fixing a Misbegotten Biography: Ziryāb in the Mediterranean World” presented at the International Medieval Conference, University of Leeds, UK. July 2006.

“*Kun shafīc î*: Orality and Literacy in the Moroccan *Æla*” presented at the Middle East Studies Association annual conference in Washington, DC. November 2005.

“Andalusian Strophic Poetry Between the Spoken and the Written: *The Case of the Moroccan Andalusian Music*” presented at The Muwashshah — History, Origins and Present Practices conference at the School of Oriental and African Studies, University of London. October 2004.

### **Recent Publications**

Review article: *Varieties of Muslim Experience*, by Lawrence Rosen. *Anthropological Quarterly* 82.1, 2009, pp. 331-337.

“Fixing a Misbegotten Biography: Ziryāb in the Mediterranean World.” *al-Masāq* 21 (ii) 2009.

“Andalusian Strophic Poetry Between the Spoken and the Written: The Case of the Moroccan Andalusian Music” in *Muwashshah: Proceedings of the Conference on Arabic and Hebrew Strophic Poetry and its Romance Parallels, School of Oriental and African Studies [SOAS], London, 8-10 October 2004*. Ed. Ed Emery. London: School of Oriental and African Studies. 2006, pp. 99-113.

### **Current projects:**

A paper dealing with references to female slave singers in 9th-century Cordova.

Co-editing with Jonathan Shannon a forthcoming anthology, *Echoes of al-Andalus*, featuring new scholarship on the Andalusian music traditions of the Mediterranean.

## Christopher Price

The College at Brockport, State University of New York  
100B Edwards Hall  
350 New Campus Drive  
Brockport, NY 14420  
Email: [cprice@brockport.edu](mailto:cprice@brockport.edu)  
Phone: (585) 395-5025 Fax: (585) 395-5027

### EDUCATION

- Ph.D.** Political Science, University at Albany, 2004  
Dissertation: "Politics, Social Science, and John Stuart Mill's Mode of Theorizing"
- M.A.** Political Science, University at Albany, 1998  
Thesis: "A Theory Divided: John Stuart Mill and the Debate over Neutrality in Liberal Democracy"
- B.A.** Political Science (honors), *magna cum laude*, University at Albany, 1996  
Honors Thesis: "Nietzsche, Foucault, and Genealogy"

### EXPERIENCE

**Director**, Center for Excellence in Learning and Teaching, SUNY College at Brockport, Brockport, New York, 2007-2009. (Interim Director, 2005-2007)

- planned, implemented, and coordinated faculty development activities (workshops, speakers, mentoring, faculty learning communities)
- assisted faculty with pedagogical techniques and strategies (1:1 consult, class observation)
- supervised center support staff (administrative assistant, student assistant)

**Instructor**, Department of Political Science and International Studies, SUNY College at Brockport, Brockport, New York, 2003-2009

- taught courses in political theory and American politics

**Instructor**, Department of Political Science and International Studies, SUNY Geneseo, Geneseo, New York, 2005

- taught courses in political theory

**Project Coordinator**, Golisano Children's Hospital at Strong, Strong Center for Developmental Disabilities, University of Rochester, Rochester, New York, 2004-2005

- coordinated intake for autism spectrum disorders program
- coordinated and managed all program activities for autism spectrum disorders program



- conducted program evaluation projects for autism spectrum disorders program

**Research Associate**, Golisano Children’s Hospital at Strong, Strong Center for Developmental Disabilities, University of Rochester, Rochester, New York, 2002-2003

- researched for autism spectrum disorders program
- developed research and program evaluation database for autism spectrum disorders program

**Program Associate**, New York State Developmental Disabilities Planning Council, Albany, New York, 2000-2002

- researched for “impact and outcomes of agency products” workgroup
- assisted program planner with inter-agency collaborative projects
- developed and conducted internet research training for staff

### **FACULTY DEVELOPMENT WORKSHOPS AND PRESENTATIONS**

“Politics and the Learner-Center Classroom,” Lilly South Conference on College Teaching in Greensboro, NC, February, 2009

“Conducting Effective Class Discussions,” The College at Brockport Center for Excellence in Learning and Teaching Brown Bag Discussion, January 2009

“Integrating Online and Face-to-Face Discussions,” SUNY Conference on Instructional Technologies in Batavia, NY, May, 2008 with James Fatula

“Academic Integrity in the Online Classroom,” SUNY Brockport SUNY Learning Network Exchange Session, March 2007

“Are Online Discussions in Blended Courses Dependent on Course Context?,” Lilly Conference on College Teaching, November 2006 with James Fatula.

“Using Rubrics for Student Assessment,” SUNY Brockport Workshop on Designing Effective and Innovative Courses, June 2006

“An Introduction to Rubrics as a Means of Student Assessment,” Rochester Educational Opportunity Center Professional Development Day, March 2006

“Using ‘Wikis’ as a Collaborative Writing Tool,” SUNY Brockport Center for Excellence in Learning and Teaching Brown Bag Discussion, February 2006 with Craig Lending

## CURRICULUM VITAE

**William Skipper**  
e-mail: skipperw@cortland.edu

### **EDUCATION:**

Ph.D. (1990), M.A. (1980), in Anthropology. Cornell University, Ithaca, New York.

B.A. (1976), *summa cum laude in cursu honorum*, in Anthropology. Fordham University, New York, New York.

### **ACADEMIC HONORS AND AWARDS:**

- *Phi Beta Delta* International Honor Society, *Zeta Xi* Chapter (Inducted November 18, 2008)
- University Continuing Graduate Fellowship, Cornell University, 1978-79, 1979-80.

### **DOCTORAL DISSERTATION:**

"Working Culture: An Anthropological Assay for Meaning in Industrial Work."

### **RESEARCH INTERESTS:**

Globalization

Technological Change

Services Offshoring

Work & Work's Meanings

Industrial & Post-Industrial Societies

### **PUBLICATIONS:**

Journal Articles:

- "A New "New Economy"? The Potential Ramifications for the U.S. of the Growth of Services Offshoring" *Globalization*, Spring 2007
- "Services Offshoring: An Overview" in *Anthropology of Work Review*, Volume XXVII, Number 2, Fall 2006.

Book Reviews:

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- Review of *Perspectives on Work, Employment and Society in Japan* in *Work and Occupations*, Volume 35, No. 2, May 2008.
- Review of *Shouldering Risks: The Culture of Control in the Nuclear Power Industry* in *American Anthropologist* Volume 108, No. 3, pp. 609-609, September 2006
- Review of *Varieties of Unionism: Strategies for Union Revitalization in a Globalizing Economy* in *Work and Occupations* Volume 33, Number 3, August 2006
- Review of *Overtime: Punchin' Out with the Mill Hunk Herald, Worker/Writer Anthology 1979-1989*, in *Anthropology of Work Review*, Vol. XII, No.1 (Sp.1991).

#### Manuscripts in Progress:

- Analysis of the Blu-Ray/HD-DVD Format War
- “The Coltan Crisis of 2000-2001: A Case Study in Globalization and Technology”

#### Papers Presented:

- “Why Do We Get the Technologies We Get? Lessons from the Latest ‘Format War’”
- Presented at the Fourth International Conference on Technology, Knowledge and Society, January 18-20, Northeastern University, Boston, MA.
- “Understanding Economic Inequalities in the U.S.: The Need for a Global Context” Presented at the 53<sup>rd</sup> Annual Meeting of the New York State Sociological Association, Oct. 14-15, 2005, at Wells College, Aurora, NY
- “Global Uncertainty and American Workers” Presented at the 52<sup>nd</sup> Annual Meeting of the New York State Sociological Association, Oct. 8-9, 2004, at SUNY Oswego, Oswego, NY

Other Recent Conferences: 101<sup>st</sup> Annual Meeting of the American Sociological Association, Aug. 11-14, 2006, Palais des congrès de Montréal, Montréal, Québec

#### **TEACHING AND RELATED EXPERIENCE:**

- Contributing Editor, *Globalization*
- Assistant Professor of Sociology, Dept. of Sociology/Anthropology, SUNY College at Cortland, Cortland, NY (Fall 2003-present)
- Interim Coordinator of the International Studies Program, SUNY College at Cortland, Cortland, NY (Spring 2006)
- Visiting Assistant Professor of Sociology/Anthropology & International Studies, Dept. of Sociology/Anthropology, SUNY College at Cortland, Cortland, NY (2000-2003)
- Lecturer in Sociology & Anthropology, Dept. of Sociology/Anthropology, SUNY College at Cortland, Cortland, NY (Spring '96; Fall '96; 1997-2000).
- Lecturer in Sociology, Department of Sociology, Ithaca College, Ithaca, NY (1994-95; Spring '96; Fall '96; Fall '97).
- Lecturer in Sociology, Div. of Social Sciences, Wells College, Aurora, NY (1994-95; Fall '95; Spring '97; 1997-98; Spring 1999).
- Assistant Professor of Sociology (sabbatical replacement), Dept. of Sociology, Ithaca College, Ithaca, NY (1993-94).
- Contributing Editor, *Cornell Journal of Social Relations*, Ithaca, NY (1978-79).

## Rebecca Smolar

### Experience:

**Levin Institute, New York (telecommute from DC)** September 2007- Present  
Globalization Manager, Globalization101.org

- Works together with SUNY campuses to create projects to internationalize the curriculum
- Manages and writes content for Globalization101.org and Levininstitute.org, including new web2.0 applications, such as Facebook and wikis, and video content
- Same responsibilities for Globalization101.org, as described below, prior to relocation to Levin in 2007
- 

**Carnegie Endowment for International Peace, Washington, D.C.** March 2006 –June 2007  
**Project Manager**, Globalization101.org

*Solely responsible for developing and implementing an international marketing plan resulting in a number one/two placement of www.globalization101.org in Google search for the term “globalization”*

- Forged strategic partnerships with more than 150 organizations, such as National Geographic and World Affairs Councils to train teachers and develop courses and joint lesson plans based on Globalization101.org
- Increased and maintained loyal readership of the site, by more than doubling the average number of unique visitors to the site from more than 10k unique visitors in 2006 to 20k unique visitors in 2007
- Conduct training programs for high school and college educators about internationalizing curricula and using the website, including presenting at 33 conferences from 2005-2007
- Wrote and oversaw website content creation on issues involving globalization and produce video interviews
- Created the site’s newsletter, which grew from 200 members in 2005 to more than 3200 members in 2007
- Recruited and supervised all personnel for the site, including translators, interns, and consultants
- Developed new foundation resources, manage project budget, and updated the site using HTML

**Center for Strategic and International Studies, Washington, D.C.** May 2005 – March 2006  
**Marketing Associate**, Globalization101 Project

- Same responsibilities for Globalization101.org, as described above, prior to relocation to Carnegie in 2006

**Embassy of Israel, Washington, D.C.**

January 2001 – May 2005

**Public Affairs Officer**

- Managed education and youth portfolio and administered outreach network to local school districts
- Developed educational programs on “How to Teach about Israel” for educators and delivered hundreds of educational programs to student and adult audiences
- Drafted speeches for diplomats on current affairs in Israel
- Created the Embassy’s children’s website and coordinated its successful marketing campaign in the U.S.
- Oversaw the internship program by hiring, training, and supervising nine interns per year

**American Israeli Cooperative Enterprise, Bethesda, MD**

May 2000 – January 2001

**Research Director**

- Researched and wrote more than 50 articles about Israel, Judaism, and U.S.-Israel relations
- Designed Virtual Jewish History Tour and edited the book “1001 Facts about Israel”

**Education:**

**American University, Washington, D.C.**

1999 – 2001

Masters of Arts in International Communications

**State University of New York at Binghamton, Binghamton, N.Y.** 1994 – 1998

Bachelor of Science in Psychobiology

Phi Beta Kappa and Golden Key

**Other Skills and Interests**

- Excellent written and oral communication skills, including presentations to large cross-cultural audiences
- Experienced in teaching Hebrew, Jewish/Israeli history and culture

## **Index 1: New York Chinese Language Task Force Draft Report**

“An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about our country and its citizens. To do this, we must be able to communicate in other languages, a challenge for which we are unprepared.”

Briefing on Jan. 5, 2006 by Dina Habib Powell, Assistant Secretary of State for Education and Cultural Affairs and Barry Lowenkron, Assistant Secretary of State for Democracy, Human Rights and Labor. <http://www.state.gov/r/pa/prs/ps/2006/58733.htm>

## I. Introduction

As we complete the first decade of the new Millennium, it is abundantly clear that we are living in an era of historic and profound change, shaped by the wrenching transformations caused by globalization, technological innovation, demographic shifts and the re-making of the geopolitical map.<sup>1</sup> This is an era of incredible opportunity, but it is also a period in which economic upheaval can cascade with breathtaking swiftness from Wall Street to Main Street, ricocheting to and from all corners of the globe in a matter of hours; blogs, wikis, You Tube, Facebook and other new media constantly explode across the Internet, creating a 24/7 echo chamber of information, and the inexorable effects of an aging population have begun to fray the future economic opportunities and social fabric of the next generation in developed countries.

While no one can forecast with complete accuracy the precise parameters of change from today until 2020, when this year's kindergarten class graduates from high school, the broad outlines and direction seem clear. Key among them is the theory that no relationship will be more important to world peace and economic prosperity than that between the United States and China.<sup>2</sup> Although the United States will likely remain the predominant superpower for some time to come, experts predict that its relative strength will decline and U.S. leverage will become more constrained;<sup>3</sup> meanwhile, China is clearly committed to continuing its breakneck rise onto the economic and geopolitical world stage.

“In terms of size, speed, and directional flow, the transfer of global wealth and economic power now under way – roughly from West to East – is without precedent in modern history.”

*Global Trends 2025: A Transformed World*, Nov. 21, 2008, a report produced every 4 years by the National Intelligence Council, at vi. (hereinafter, *Global Trends*.)”

Also clear is that the decisions made today by New York's political, business, education and community leaders on behalf of the current generation of students – tomorrow's citizens and leaders – will profoundly affect not just the students' individual workplace opportunities, but also the collective future of the state as a whole. Indeed, standing as New York does at the epicenter of this new, interdependent world order, decisions made by New York leaders about New York students will inevitably transcend state boundaries, potentially affecting in some way distant lands and people as the students enter the slipstream of the globalized workforce.

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<sup>1</sup> CITATIONS. *Globalization: Culture and Education in the New Millennium*. University of California Press: Berkeley, Los Angeles, London; OTHERS?

<sup>2</sup> CITATIONS. See also Shapiro, Robert, *Futurecast: How Superpowers, Populations, and Globalization Will Change the Way You Live and Work*, St. Martin's Press, 2008.

<sup>3</sup> *Global Trends* at vi.

Consequently, seizing the opportunity *now* to arm New York students with the twin advantages of functional proficiency in at least one critical world language – particularly Chinese – together with an attendant cross-cultural understanding – will, in the coming years, produce dividends not only for the students but also for their communities, their cities and New York State itself, as the axis of the world tilts ever more firmly from West to East.



“It's true China is booming, Russia is growing more assertive, terrorism is a threat. But if America is losing the ability to dictate to this new world, it has not lost the ability to lead.”

Fareed Zakaria, *The Post-American World*

## II. The New World Order

Central to the new global order is the dramatic rise of Asia as an economic, political and cultural force, and no Asian countries are more important than China and India. But of these two countries,

China is poised to have more impact on the world over the next 20 years than any other country. If current trends persist, by 2025 China will have the world's second largest economy and will be a leading military power. It also could be the largest importer of natural resources and the biggest polluter. *Global Trends at vi-vii.*<sup>4</sup>

With 1.3 billion people, China is home to one-fifth of the world's population. Its nearly \$2 trillion in foreign exchange reserves places it in a unique position of global influence.<sup>5</sup> China is the fastest growing major economy in the world contributing the most to global growth in 2007. Its economy currently ranks as the world's fourth largest, and is projected to become the world's largest by mid-century. U.S. trade with China in 2004 exceeded \$230 billion – second only to trade with Canada and Mexico.

Recent economic meetings addressing global economic issues reinforce the notion of a shifting world order. For instance, on November 15, 2008, leaders from around the globe held an emergency meeting to combat the economic crisis and agreed to the broad principles of a far-reaching action plan that will, in the succeeding months, begin to reshape international financial institutions and reform worldwide regulatory and accounting rules. The eleven-page plan proposes that countries such as China, Brazil and India should gain greater roles and responsibilities as part of a restructuring of the international financial system, and new regulations and controls on banks, rating agencies and exotic financial securities will also be instituted. While details of the plan remain to be worked out and a follow-up meeting is slated for April 2009 after the Obama Administration is in office, it is clear that the impact of China and other emerging economies in the G-20 has already begun to be felt.<sup>6</sup>

<sup>4</sup> India “probably will continue to enjoy relatively rapid economic growth and will strive for a multipolar world in which New Delhi is one of the poles. [In the meantime,] Russia also has the potential to be richer, more powerful, and more self-assured in 2025. . . . No other countries are projected to rise to the level of China, India, or Russia, and none is likely to match their individual global clout.” *Global Trends at vii.*

<sup>5</sup> As of September 2008, according to the People's Bank of China, last accessed 13 December 2008, <http://www.pbc.gov.cn/diaochatongji/tongjishuju/gofile.asp?file=2008S09.htm>.

<sup>6</sup> E.g., “World Leaders Agree to Seek Major Reform: Group Pledges Cooperation to Restore Growth,”

Similarly, during recent W.T.O. negotiations on opening agriculture markets, “a shift in the global economic hierarchy” and “China’s efforts to protect its own interests ... tilted the playing field in a profound new way,” according to news reports, “reflecting the decreasing ability of the United States to impose its will globally,” leading to an impasse in the years-long discussions.<sup>7</sup>

Furthermore, while current economic conditions threaten to slow China’s sizzling growth, its clear determination to keep the pace of rapid economic growth on target is evidenced by the announcement on November 10, 2008 of a 4 trillion yuan (\$586 billion) economic stimulus package, equivalent to almost a fifth of China's \$3.3 trillion gross domestic product in 2007, to be used by the end of 2010. The largest economic stimulus effort ever undertaken by the Chinese government, the plan would cover 10 areas, including low-income housing, electricity, water, rural infrastructure and projects aimed at environmental protection and technological innovation.

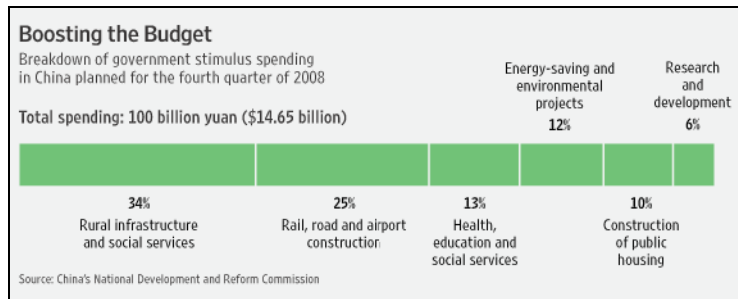


Figure [WSJ?]

### III. New York’s Role in a Globalized World

That New York would stand at the epicenter of globalization seems only natural, given the state’s unique history. In many respect, New Yorkers have long been on the forefront of globalization and its precursors. This state has been the gateway for millions of immigrants who have helped build America’s pluralistic society. New York is home to the world’s most important finance and media centers and draws tourists from around the world. Its cultural and artistic exports – from fashion and abstract expressionism to salsa and hip hop – have shaped the taste of persons in virtually every country. The Empire State’s most visible physical symbols –the Statue of Liberty, Wall Street, the United Nations headquarters – all testify to New Yorkers’ strong connections with the rest of the world.

Washington Post, Nov. 16, 2008, A01; “As Leaders Wrestle with the Economy, Developing Nations Get Ringside Seat”, NY Times, Nov. 16, 2008, A13.

<sup>7</sup> “China’s Shift on Food Was Key to Trade Impasse,” nyt.com, July 31, 2008; “China Emerges as Major Player in Global Trade Talks,”nyt.com, July 30, 2008.

## **IV. The Importance of the New York-China relationship**

The Chinese have long understood the economic and cultural significance of New York, rooted in its geographic advantages as a major transportation hub and as a major finance center, and they have long sought to be a part of the state's vibrant cultural and higher education institutions. Recent years have seen the dawning of a parallel recognition by New York government, business and education leaders with respect to China's rising importance.

### **A. Commercial Ties**

Although the nation's trade deficit with China continues to grow, businesses in New York State are increasingly dependent on China as a consumer of services and manufactured goods. Indeed, China was New York's leading growth export market over the past five years. The state's exports to China increased in net dollars by 29 percent between 2003 and 2004 – well above the average national rate of 22 percent. As the New York State Economic Development Agency said in February 2008:

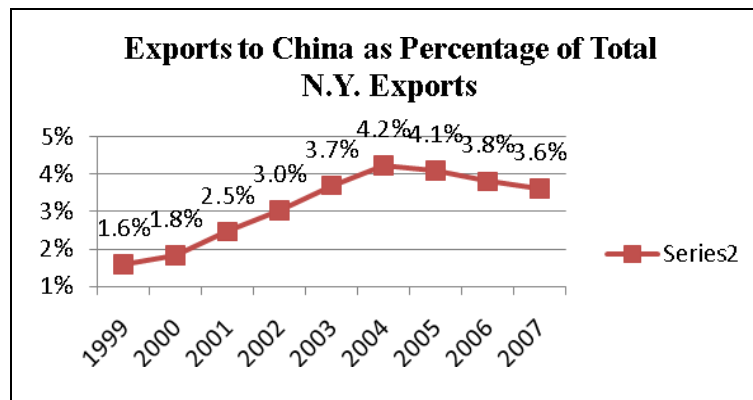
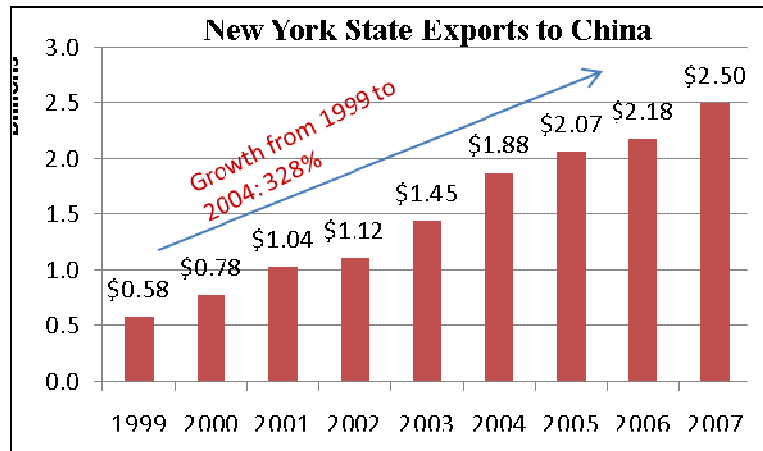
When combining exports from NYS to China & Hong Kong, this market is New York State's 3<sup>rd</sup> largest country export market, with a total of \$5.91 billion in exports in 2007. It is imperative that New York State be at the forefront of international business development if we are to realize our goals for revitalizing the upstate economy.<sup>8</sup>

Given these statistics, it is unsurprising that China is the largest trading partner for the Port of New York and New Jersey, with China accounting for a quarter of the Port's activity in 2007.<sup>9</sup> Nor is it surprising that two-thirds of the employees of the China Ocean Shipping (Group) Company, China's biggest shipping company, are Americans.

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<sup>8</sup> Press Release, "New York State Economic Development Agency Names New Representative for International Business Development in China, 2/22/08, [www.nylovesbiz.com](http://www.nylovesbiz.com) (quoting Co-Chairman Daniel C. Gundersen).

<sup>9</sup> *2007 Trade Statistic*, the Port Authority of New York and New Jersey. Available at [http://www.panynj.gov/DoingBusinessWith/seaport/pdfs/2007\\_Trade\\_Stats\\_R4.pdf](http://www.panynj.gov/DoingBusinessWith/seaport/pdfs/2007_Trade_Stats_R4.pdf), last access 13 December 2008.



In addition to being New York State’s third largest country export market, China is a major direct investor supporting the New York economy. In 2006 China’s direct investment in New York totaled \$554 million.<sup>10</sup>

Going forward, New York has good reasons to build on these commercial relationships with China. Those industries that are most central to the New York economy – financial services, insurance, professional services, media, tourism and, increasingly, science and information technology – are all eyeing China for future growth. A successful economic development relationship with China has the potential to reap billions of dollars in new revenues for New York and to create thousands of jobs for New Yorkers – at all levels and across many industries.

Government and business leaders in New York clearly understand the importance of engaging China, Chinese entities, and Chinese citizens as customers, clients, investors and global partners. For this reason, the Partnership for New York City is working with city and state officials to lay the groundwork for assuring New York’s role as the U.S.

<sup>10</sup> CITATION. (Bureau of Economic Analysis)

center of Chinese commercial interests. Furthermore, the Empire State Development Corporation in February 2008 selected a wholly-owned subsidiary of the Hong Kong General Chamber of Commerce as its Trade Investment Representative for China, with offices in Hong Kong, Beijing and Shanghai. Similarly, the New York City Economic Development Corporation recently hired a business executive specifically dedicated to attracting Chinese businesses.<sup>11</sup>

Even as they move forward with their plans, however, New York business and policy leaders understand that they are competing against other states and cities for the benefits of enhanced relations with China. For example, as an easily accessible gateway to U.S. trade with China, California remains a key competitor. Governor Arnold Schwarzenegger recently visited China with a delegation of nearly 80 California business leaders. South Carolina has an economic development officer who speaks fluent Chinese, and in October that state's Department of Commerce opened a trade office in Shanghai. Chinese investment in South Carolina now totals \$126 million and has created 1,250 new jobs. As further discussed below, at least nine states and two major American cities have made teaching the Chinese language a priority for their school systems. (*See below* "The Case for Studying Chinese at p. [15]).

New York faces competition not only from states and cities, but also from beyond American shores. For example, a key competitor across the Atlantic is London, which benefits from the fact that its business day overlaps with both Beijing and New York. The London Stock Exchange recently opened its Asia Pacific headquarters in Hong Kong and has relations with both the Shanghai and Shenzhen exchanges. As the Beijing Olympics make way for London in 2012, relations between those two cities are likely to be strengthened.

## **B. Demographic Ties**

The ties between New York State and China have a long and rich history that dates to the late 19<sup>th</sup> century when Chinese immigrants began to settle in the south east side of Manhattan in what eventually became known as Chinatown.

Even in those times, New York acted as a magnet for a wide range of Chinese citizens, from shopkeepers to intellectuals at the cutting edge of Chinese educational theory and practice.<sup>12</sup> Today, more than ever, people of Chinese descent in New York contribute to

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<sup>11</sup> Notably, a new "China Center" proposes to be an anchor tenant at the new World Trade Center. The center, a business and cultural facility representing China's dynamic business community, will serve as a hub for Chinese companies locating offices in New York and for international and U.S. firms interested in relationships with China.

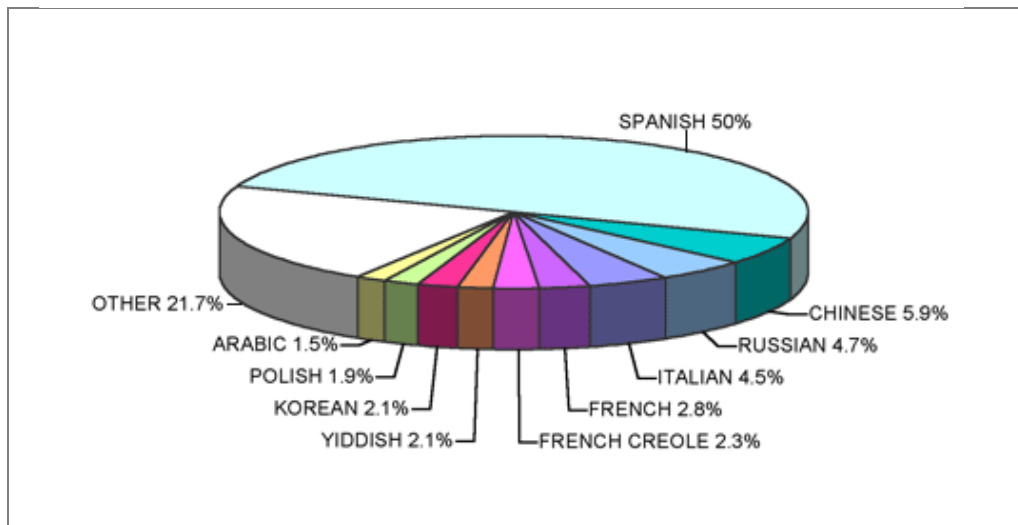
<sup>12</sup> Such a man was Hu Shih, leader of the New Culture Movement in China, who led the effort in China to modernize Chinese language and culture. After obtaining his PhD from Columbia in 1917, Hu Shih and his mentor John Dewey, one of the most influential educators and philosophers in American history, founded China Institute in 1926 in order

its economic, cultural, and social and political landscape. Spurred by changes in U.S. immigration policies in 1943 and 1968, the number of ethnic Chinese residing in New York grew steadily over the years. The U.S. Census Bureau reported in 2006 that 520,000 ethnic Chinese now reside in New York State (2.7 percent of all residents) and 435,000 in New York City (5.3 percent).

### C. Language

As a consequence of this large concentration of Chinese residents, Chinese now ranks as the third most spoken language in both the State and the City after English and Spanish. New York City boasts seven Chinese daily newspapers and two Chinese language television stations.

**New York State Non-English Speakers as a Percentage of Total Population**



Source: Language Map Data Center, the Modern Languages Association, [http://www.mla.org/census\\_data](http://www.mla.org/census_data). Last accessed: 15 Dec. 2008.

### D. Tourism

Tourism with China is already substantial and certain to become more so. New York City area airports offer twelve daily flights to Hong Kong and five to Beijing – more than out of any city in the eastern half of the United States. In addition to the New York City airports, Newark also has one flight to Beijing and four to Hong Kong daily. With 27.3

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to advance a deeper cross-cultural understanding between the U.S. and China. Even then, these two towering figures in the field of education recognized that language is the bridge to cultural understanding, and today -- more than 80 years later -- we are still continuing in our efforts to build that bridge.

percent of the market, New York City is second only to Los Angeles (28.8 percent) as a destination for Chinese visitors to U.S. cities.

The U.S. Department of Commerce has focused on supporting and expanding the tourism industry between the U.S. and China, noting that “China is rapidly becoming one of the most important outbound tourism markets in the world,” noting:

- There are currently 40 million people in China with financial resources to travel overseas – a number that is expected to surge to 100 million in 2020.
- In 2007, China ranked as the 16th largest international market for the United States, with 397,405 Chinese visitors to the U.S.
- Chinese visitors spent a record \$2.56 billion in the U.S. in 2007, with average expenditure of over \$6,000 per person.<sup>13</sup>
- On December 11, 2007, after years of negotiations, the U.S. successfully obtained from China “Approved Destination Status,” in order to facilitate Chinese group leisure travel from China to the United States.<sup>14</sup>
- Under this agreement, Chinese visitation is anticipated to reach 579,000 Chinese travelers to the U.S. by 2011, which, in turn, will increase tourism related exports.<sup>15</sup>

## E. Education

Equally as vigorous as the business and tourism industries has been the back and forth movement of Chinese and New York students, who, of course, will shape future relations between the two countries.

Data from the Institute of International Education shows that in 2007-2008 there were 81,127 students from China studying in the U.S., up 20 percent from the previous year. China is the second leading country of origin after India, with 94,563. Additionally, in 2006-2007, the number of students from the U.S. studying abroad in China, increased 25 percent. Allan E. Goodman, president of the Institute of International Education, told the *New York Times*, “Interest in China is growing dramatically, and I think we’ll see even sharper increases in next year’s report.”<sup>16</sup>

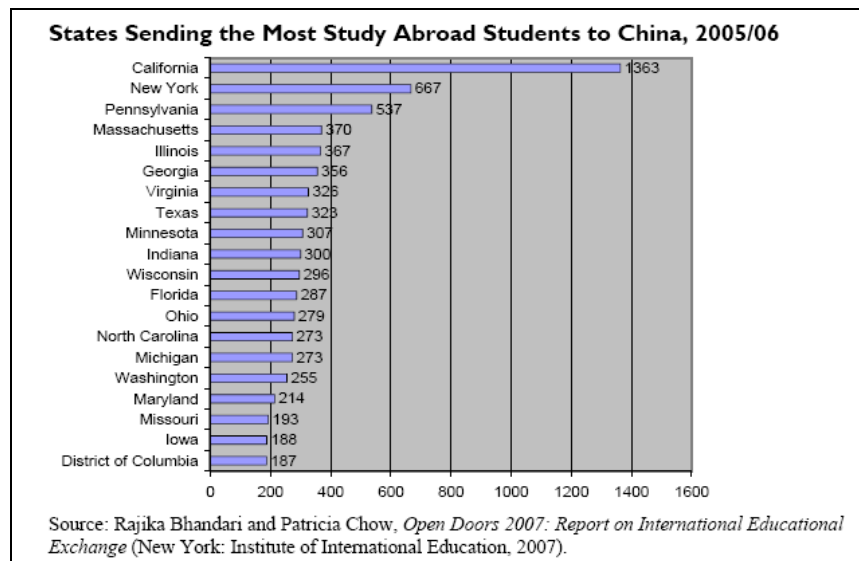
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<sup>13</sup> <http://www.buyusa.gov/china/en/tourism.html>

<sup>14</sup> [http://www.chinadaily.com.cn/china/2007-12/11/content\\_6313568.htm](http://www.chinadaily.com.cn/china/2007-12/11/content_6313568.htm). Such recognition is required for Chinese citizens to travel to a country as a tourist rather than in a business, education or governmental capacity.

<sup>15</sup> <http://www.buyusa.gov/china/en/tourism.html>

<sup>16</sup> (2008). Study Abroad Flourishes, With China a Hot Spot. *New York Times*.



Consistent with the growing interest of U.S. students in study abroad experiences, New York colleges and universities are establishing institutional footholds in China. For instance, the State University of New York has opened an official liaison office in Beijing to coordinate student recruitment and facilitate research collaboration among American and Chinese experts. The Levin Institute at SUNY has established growth in China as a priority in its graduate and professional education programs. Meanwhile, New York University will establish with China’s Renmin University an innovative real estate education program in Beijing, announced by Dean David F. Finney of NYU’s School of Continuing and Professional Studies ([www.scps.nyu.edu](http://www.scps.nyu.edu)). The new program in Global Real Estate Finance and Development will provide specialized training to executives within China’s real estate and construction industries, covering such subjects as property investment and valuation, loans and other investment vehicles, and real property law. (citation: <http://www.nyu.edu/public.affairs/releases/detail/153>)

At the same time, study abroad programs involving high school and younger students are proliferating. For example, School Year Abroad takes high school juniors and seniors to China for the entire academic year; People to People is a program for middle and high school students to travel to China during the summer. In 2006, the U.S. Department of State awarded the first-ever grant for a summer study abroad program to China Institute, funding full scholarships for American high school students from around the country to experience seven weeks of intensive Mandarin language and culture education in China. This program has continued each year since, expanding in both size and the demographics of participating students.

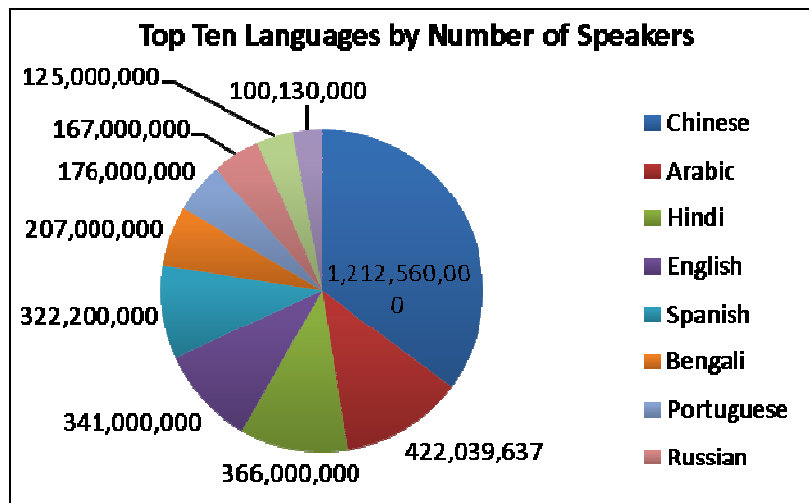
New York thus has good reason to join other members of the worldwide community to help its citizens gain a more nuanced cross-cultural understanding, and to develop functional proficiency in Mandarin Chinese.



## V. The Case for Studying Chinese

As China rises on the world stage and the economic and other ties between New York and China continue to strengthen, the case for educating additional New Yorkers who can speak and read Chinese is compelling.

An estimated 1.2 billion people around the world speak Mandarin, the most widely adopted Chinese dialect, as a first or second language – more than the combined total of the next three most common languages: Arabic, Hindi, and English. By many estimates, Chinese is also the second most widely used language on the Internet after English – and one of the fastest growing<sup>1</sup>.



\* Includes residents of China, Taiwan, Malaysia, Indonesia, Singapore, Thailand, Vietnam, Philippines, Macao, and Cambodia

Source: [http://encarta.msn.com/media\\_701500404/Languages\\_Spoken\\_by\\_More\\_Than\\_10\\_Million\\_People.html](http://encarta.msn.com/media_701500404/Languages_Spoken_by_More_Than_10_Million_People.html) (last accessed August 1, 2008).

### A. Recognition of the Increasing Need for Americans to Learn Chinese

Since early 2006, the U.S. Government has explicitly recognized that -- given the growing role of China as a global force in economics, geopolitics, science, and culture -- it is imperative to increase the number of Americans with functional proficiency in the Chinese language:

Deficits in foreign language learning and teaching negatively affect our national security, diplomacy, law enforcement, intelligence communities and cultural understanding. It prevents us from effectively communicating in foreign media environments, hurts counter-terrorism efforts, and hampers our capacity to work with people and

governments in post-conflict zones and to promote mutual understanding. Our business competitiveness is hampered in making effective contacts and adding new markets overseas.”

*Briefing on Jan. 5, 2006 by Dina Habib Powell, Assistant Secretary of State for Education and Cultural Affairs and Barry Lowenkron, Assistant Secretary of State for Democracy, Human Rights and Labor. <http://www.state.gov/r/pa/prs/ps/2006/58733.html>*

Accordingly, the U.S. Government designated Chinese as one of six “critical-need” world languages, establishing the National Strategic Language Initiative (NSLI) to “increase dramatically” the number of Americans learning, speaking, and teaching critical-need, foreign languages.”<sup>17</sup> Funded in fiscal year 2007 by \$65.5 million and in fiscal year 2008 by \$85.9 million, the NSLI is an inter-agency initiative coordinated by the White House and involving the Office of the Director of National Intelligence and the Departments of Education, State and Defense. The NSLI focuses on three broad goals:

- “Expand the number of Americans mastering critical need languages and start at a younger age;
- Increase the number of advanced-level speakers of foreign languages, with an emphasis on critical needs languages, and
- Increase the number of foreign language teachers and the resources.”

<http://www.ed.gov/about/inits/ed/competitiveness/nsli/nsli-faq>

The initiative promotes these goals by supporting a wide range of activities including seed funding for Chinese language programs, summer immersion programs, distance learning initiatives and study abroad programs in China and elsewhere. It has also established a National Language Service Corps for Americans that will recruit foreign language speakers to work in the federal government and schools (See Box 3).

Complementing federal support for the study of Chinese, municipal and state governments have typically viewed their investments in world language education as part of an economic competitiveness strategy and as a way to develop the global competence of their future workforce. Among cities, Chicago has the best-known program (See Box 2), but Los Angeles is moving aggressively to make Chinese one of the “commonly taught” languages in its schools. States that have made Chinese a priority include Kansas, Kentucky, Minnesota, North Carolina, Ohio, Oklahoma, Texas, Utah and Wisconsin. The latter, for example, recently convened an international education summit to discuss strategies for establishing more effective language learning programs. For its part, New York State, under the patronage of UNESCO, in May 2008 organized a Critical Languages Symposium to address issues affecting the teaching and learning of Arabic,

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<sup>17</sup> The other “critical” languages are Russian, Arabic, Korean, and the Indic, Turkic, and Persian language families.

Chinese, Japanese, Korean, and Russian from grades K-16 in the State. At least eleven states now have a Memorandum of Understanding (MOU) with China or Taiwan to pursue cooperative educational agreements and bring guest teachers to their schools.<sup>ii</sup>

Likewise a growing number of preeminent private schools in the U.S., especially those associated with the National Association of Independent Schools, have made the teaching of Chinese an important curricular objective. Indeed, in 2006 the NAIS established a program to bring heads of private schools from across the United States to China to interview and recruit Mandarin Chinese teachers as well as to experience Chinese culture and travel to Beijing, Xian, and Shanghai.

For its part, China has also invested millions of dollars in an unprecedented effort to create hundreds of Confucius Institutes around the world, with a mission focused on seeking a “harmonious world” by enhancing understanding of the Chinese language and culture, strengthening educational and cultural exchange and cooperation, and promoting the development of multi-culturalism. From 2004 to 2008 the number of Confucius Institutes in the U.S. grew from zero to 56; the total number worldwide grew from zero to close to 300.<sup>18</sup> In New York State, there are currently five Confucius Institutes—housed at China Institute, Pace University, Pacific Culture Enterprises Inc., Alfred University and SUNY at Stony Brook.

In parallel with this initiative, the Chinese have also embarked on a major effort to make their citizens fluent in English. In 2004 Beijing began requiring every student from grade three onward to learn English.<sup>19</sup> The day may not be far off when a majority of the world’s English speakers live in China.

## **B. Economic Opportunities for Chinese-Speaking Members of the Workforce**

Large corporations have long been aware of the importance of learning Chinese language not only as part of a well-rounded education but as an economic and political necessity. Many small- and medium- sized business share this point of view. As a recent report by the Committee for Economic Development declared,

Knowledge of foreign languages and cultures is an economic necessity. Many small- and medium-sized businesses from New England to the Pacific Northwest are now finding it necessary to do business in the languages and cultural environments of the world’s emerging markets. Some small businesses especially

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<sup>18</sup> <http://english.hanban.edu.cn/kzxy.php>

<sup>19</sup> [CITATION]

need employees with foreign-language skills, as managers must often communicate directly with foreign customers.<sup>20</sup>

One survey of human resource managers reported that proficiency in a foreign language was a consideration in hiring decisions of 42 percent of firms and 66 percent considered this as a factor in making retention decisions. (CED p.8) A 2002 survey of large U.S. corporations found that nearly 30 percent of companies believed they had failed to exploit fully their international business opportunities due to insufficient personnel with international skills (CED p.6)

In a recent study of 100 mostly non-American international executives chosen as exemplary by their companies, half had multicultural backgrounds, like having parents of different nationalities or being raised in more than one country... The most attuned managers have ... the ‘global mind-set’ that allows them to pick up on local differences and leverage them around the world. It rarely develops without living in foreign cultures.” *Executive Life; Fending Off Babel in a Global Village*, nytimes.com, Sep. 15, 2002.

In short, large scale surveys, news reports, and anecdotal evidence all point to one clear and compelling conclusion: in the 21<sup>st</sup> Century’s globalized economy, the modern workplace will increasingly require functional proficiency in a foreign language – especially Chinese – and the ability to communicate effectively across cultures.

### C. Brain-based Research

The intensified interest among educators in the benefits of language learning has also been reinforced by research showing that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age.<sup>21</sup> Some researchers believe that bilingual children have the ability to restrain parts of the brain when speaking a second language. This ability to restrain information is thought to increase the maturity of the brain and give students a developmental advantage over their monolingual peers<sup>22</sup>. Joy Hirsh, a Neuroscientist at Columbia University concluded that bilingual children used one area of the brain for both languages, while adults who learned a second language stored each language in separate areas of the brain. This research suggests that adult learners have to make a greater effort when using the second language, forcing the brain to search for content outside of the native language area. Bilingual children can more easily access the information because it comes from the same part of the brain.<sup>23</sup> Not only does learning a foreign language promote cognitive

<sup>20</sup> Page 6, *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U. S. Economic and National Security*, Committee for Economic Development, 2007. Last accessed 13 December 2008 at [http://www.ced.org/docs/report/report\\_foreignlanguages.pdf](http://www.ced.org/docs/report/report_foreignlanguages.pdf).

<sup>21</sup> Committee for Economic Development (2006), p. 16.

<sup>22</sup> Bilingualism is Great for the Brain (2002).

<sup>23</sup> Bilingualism is Great for the Brain (2002).

skills, but it also helps children to connect with another culture at a time when they are still open-minded and have not yet begun to restrict their views of others whom they perceive to be different.

## **VI. Current Status of Opportunities to Learn Chinese in New York**

Although New York is linguistically complex – residents speak more than 170 languages – foreign language instruction has not heretofore been a key educational priority in either the State or the City.

New York State lacks system-wide coherence with respect to foreign languages. Currently, decision-making about which language to offer lies with individual school districts throughout the State and with building principals in the City. Until recently, the State did not have a foreign language supervisor, and at one point in recent history, the City had gone without one for 12 years. Thus, in an era of limited education resources, it is difficult to forge agreement about which languages should be a priority for students' education in the 21<sup>st</sup> Century, let alone marshal a coordinated approach for implementation of a system-wide program.

Broadly speaking, in New York State foreign language studies must commence in Grade 8 or lower for all students, and students must complete two units of study prior to Grade 9; in order to graduate, students must obtain one high school credit for graduation purposes primarily through the successful completion of one of two types of exams.<sup>24</sup> All students must meet the foreign language requirement except those who have a disability adversely affecting his or her ability to learn a foreign language, in which case, they must have an Individualized Education Plan.

While helpful, these requirements fall far short of a course of study that would afford a student the opportunity to become functionally proficient in a foreign language such as to improve his or her ability to communicate and be understood across cultures and geographic boundaries, or otherwise enhance his or her marketability upon entering today's globalized workforce.

Indeed, while interest in establishing Chinese language programs is increasing, Chinese language programs have not proliferated to meet that interest, and thus there is a significant disconnect between the level of interest and the available opportunities for study. Only 41 public schools outside New York City offer instruction in Mandarin, compared to 17,917 schools that teach Spanish and 5,871 that offer French. Spanish is also the leader in the City, with 5,512, followed by French (647) and Italian (376). Mandarin (159) ranks fourth ahead of Latin, Cantonese and German.<sup>iii</sup>

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<sup>24</sup> The Second Language Proficiency Checkpoint A Exam or a three-credit sequence plus the Comprehensive Regents Exam in languages for a Regents Diploma with Advanced Designation.

Needless to say, the number of students currently enrolled in Chinese language classes tracks the statistics of the number of schools offering the opportunity to study the language. Recent enrollment data from 2005-2006 across New York State show that Spanish programs remain by far the most widely available for students in world language classes (545,947), followed by French (121,690). Mandarin (4,687) is a distant sixth after Italian, Latin and German.

Similarly, in New York City, Spanish (157,825) also ranks first, while Mandarin (3,922) is fourth.

These statistics reveal that historically the vast majority (84 percent) of Mandarin study in New York State has taken place in the City, with the remaining programs in rural New York offered primarily, if not exclusively, through the Boards of Cooperative Educational Services (BOCES), which cover both rural and urban areas.<sup>iv</sup>

A September 2007 survey of BOCES involvement in Chinese Language Programs found that six BOCES are involved in Chinese programs among a variety of grade levels in 35 schools; all such programs were new during the 2007-08 school year. Updated during fall 2008, a new survey reveals that an additional eight BOCES have expressed interest in establishing Chinese language programs, bringing to almost 50% (14 out of 37) the total number BOCES that are interested in serving as a focal point for such programs. To date, all of these efforts have been undertaken primarily with federal funding.

Despite this growing interest, a key factor limiting the creation of new Chinese language programs is the lack of well qualified teachers, certified to teach in New York public schools.<sup>25</sup>

For this reason, despite recent progress -- and consistent with the national pattern -- the majority of U.S. students studying Chinese in New York continue to do so in “heritage” schools that are privately operated after school and on weekends by immigrants from the PRC, Taiwan and Hong Kong.

Students can also access Chinese language learning through a variety of programs offered by non-profit or for-profit enterprises. For example, China Institute has offered Chinese language instruction to the general public for over 60 years, from pre-K through adult levels.

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<sup>25</sup> It is anticipated that the NYSED will promulgate in late 2008 an alternative – and significantly simplified -- path for obtaining certification to teach a foreign language in New York State. This, together with the addition of more robust teacher training programs, may serve over time to alleviate, at least in part, the dearth of Chinese language teachers.

In contrast to the lack of Chinese language programs in the public school system, independent schools in New York have been at the forefront of Chinese language instruction. [Describe Dalton, etc.]

In sum, the opportunities to study Chinese vary widely across New York State, stem mainly from programs requiring payment of tuition, and suffer from a significant disconnect between the growing and widespread interest in studying the language and available programs. Thus, opportunities to develop the linguistic and cross-cultural skills – such as Chinese – which will become increasingly necessary in the globalized workforce of the 21<sup>st</sup> Century are available primarily to students who live in an urban environment like New York, or to students whose families can afford to pay for access to such resources. Like the digital divide, the increasing disparity between urban and rural schools and between rich and poor will undoubtedly grow over time, unless the public education system steps in to address this discrepancy.

## VII. Getting Ahead of the Curve: *What Can be Done?*

“[G]lobal transformations . . . will require youth to develop new skills that are far ahead of what most education systems can now deliver. New and broader global visions are needed to prepare children and youth to be informed, engaged, and critical citizens in the new millennium.”

(pp.2-3). Suarez-Orozco, Marcelo, M. and Qin-Hilliard, Desiree, B. (2004). *Globalization: Culture and Education in the New Millennium*. University of California Press: Berkley, Los Angeles, London.

Based on the collective experience, observation, and research of the members of the New York Task Force -- as set forth in the preceding chapters -- it is our belief that in the interconnected world of the 21<sup>st</sup> Century, the ability to communicate and collaborate across boundaries and borders is fundamental, and communication between the U.S. and China is, and will continue to be, more critical than ever to world peace and prosperity.

In order to increase awareness of, and interest in, the study of the Chinese language and culture among U.S. students, the New York Task Force for Chinese Language Initiatives recommends the following goals:

1. **Increase Awareness and Demand:** Advocate across the New York PK-16 educational system for the study of the Chinese language and culture as a critical component of students’ 21<sup>st</sup> century global competence.
2. **Expand New York’s Chinese Language Learning System:** Build effective and sustainable Chinese language and culture programs across the PK-16 spectrum and provide support for accountability and continuous improvement.
3. **Enhance Teacher Preparation and Support:** Recruit and prepare high quality Chinese language teachers and provide mentoring and ongoing professional development.
4. **Extend Learning and Teaching to Real Life Engagement:** Ensure that students, teachers and administrators have a variety of opportunities to apply their knowledge of Chinese language and culture in the real world.

\* \* \* \* \*

In order to lay the groundwork for achieving these goals, the Task Force recommends the following plan of action.

**Goal 1. Increase Awareness and Demand:** Advocate across the New York PK-16 educational system for the study of the Chinese language and culture as a critical component of students’ 21<sup>st</sup> century global competence.

We recommend three fundamental steps toward achieving Goal 1: (1) Create an initiative for Chinese language education at the City or State level, led by a highly qualified and effective leader, ensuring that this person has sufficient access to, and leverage with, key decision makers; (2) Form an advisory group, partnership or series of partnerships to advise the leader of this initiative, enabling the collaboration among PK-16 components (state, local school districts, BOCES and private schools) and institutes of higher education, the Board of Regents, parents, business and community leaders, and elected officials; (3) Provide communication tools, such as Web site and other multi-media technologies, to enable and promote information sharing.



The following represent concrete steps that can be taken toward this goal.

	<u>Who?</u>	<u>What?</u>	<u>When?</u>
1	State or City Leaders	Create an initiative for Chinese language education at the City or State level, led by a highly qualified and effective leader, ensuring that this person has sufficient access to, and leverage with, key decision makers.	During start-up phase
			<i>During start-up phase</i>
2	State and City Leaders	A vertical and horizontal cross-cutting advisory group, partnership or series of partnerships should be formed, enabling the collaboration among PK-16 components (state, local school districts, BOCES and private schools) and institutes of higher education, the Board of Regents, parents, business and community leaders, and elected officials.	During start-up phase
			<i>During start-up phase</i>
3		Provide communication tools, such as Web site and other multi-media technologies, to enable and promote information sharing.	

**Goal 2. Expand New York’s Chinese Language Learning System: Build effective and sustainable Chinese language and culture programs across the PK-16 spectrum and provide support for accountability and continuous improvement.**

The term “Chinese Language Learning System” refers to the following components: (a) Chinese language and culture programs (e.g., PK-12; after school, summer, immersion, etc.); (b) curricula; (c) materials and resources; (d) student assessment and accreditation; and (e) program evaluation.

We recommend the following five fundamental approaches toward achieving Goal 2, “Expanding New York’s Chinese Language Learning System:” (1) Collect current system-wide data, according to the components specified above; (2) Identify gaps and develop a plan for expanding the system with a specific time frame; (3) Implement the plan according to the time frame; (4) Create and implement a measurement and tracking

system to ensure that progress toward goals is being achieved, and (5) Provide the necessary budgetary appropriations to accomplish these goals.

The following represent concrete steps that can be taken toward this goal.

	<u>Who?</u>	<u>What?</u>	<u>When?</u>
1	NYSED, NYCED & LEAs, in coordination with the Initiative Leaders and Advisory Board from Goal 1	Collect system-wide data about New York’s <i>current</i> Chinese Language Learning System.	Following start-up phase, or year two, whichever is earlier
		<i>Number, type and student/teacher demographics and enrollment, funding sources.</i>	
2		Identify gaps and develop a plan for expanding the system	
		<u>Programs:</u> <ul style="list-style-type: none"> <li>• <i>Set a local/state-wide three to five year goal of establishing X number of Chinese programs</i></li> <li>• <i>Identify a network of advisors to provide technical expertise to assist the schools with their establishing or expanding their programs</i></li> </ul>	
		<u>Curricula:</u> <ul style="list-style-type: none"> <li>• <i>Form a committee of experts to develop a state-wide common curriculum framework</i></li> </ul>	
		<u>Materials &amp; Resources:</u> <ul style="list-style-type: none"> <li>• <i>Build an electronic clearinghouse for sharing materials and resources</i></li> </ul>	
		<u>Student assessment and accreditation:</u> <ul style="list-style-type: none"> <li>• <i>Form a committee of experts to develop state-wide student performance standards</i></li> <li>• <i>Recommend a set of assessment instruments to measure student learning outcomes</i></li> </ul>	

		<p><i>Program evaluation:</i></p> <ul style="list-style-type: none"> <li>• <i>Develop standards- and research-based guidelines for program evaluation</i></li> <li>• <i>Identify best practices and model programs</i></li> </ul>	
3		Implement the plan over time	
4		Create and implement a measurement and tracking system to ensure that progress toward goals is being achieved	
		<i>Hire an independent expert to monitor, evaluate, and report the progress of the model program(s) as against a control group taken from other Chinese language programs</i>	<i>Following implementation of the prototype model or plan</i>

**Goal 3. Enhance Teacher Preparation and Support: Recruit and prepare high quality Chinese language teachers and provide mentoring and ongoing professional development.**

We recommend the following four fundamental steps toward achieving Goal 3: (1) Develop and clearly communicate straightforward pathways to certification based on the newly-adopted certification requirements; (2) Develop a recruitment, mentoring, retention plan to attract prospective Chinese language teachers to teach in New York’s K-12 schools; (3) Assist educational institutions to create and provide teacher education and professional development for pre-service and in-service Chinese language teachers; and (4) Provide adequate resources to education institutions to provide scholarships and other similar incentives to participate in such programs.

The following represent concrete steps that can be taken toward this goal.

	<u>Who?</u>	<u>What?</u>	<u>When?</u>
1		Develop and clearly communicate straightforward pathways to certification based on the newly-adopted certification requirements	
		<i>Provide resources -- through the state university system or third-parties, such as non-profits -- additional professional development and mentoring programs for pre-service or in-service Chinese language teachers.</i>	During months nine to twelve of Year 1

2		Develop a recruitment, mentoring, retention plan to attract prospective Chinese language teachers to teach in New York’s K-12 schools	
		<i>Simplify the certification process and revamp the certification Web site and other communication materials so that the requirements for meeting certification are clearer</i>	During Year 1
3		Assist educational institutions to create and provide teacher education and professional development for pre-service and in-service Chinese language teachers;	
		<i>Develop and implement state-wide curricula for Chinese language programs</i>	During Year 3
4		Provide adequate resources to education institutions to provide scholarships and other similar incentives to participate in such programs	

**Goal 4. Extend Learning and Teaching to Real Life Engagement: Ensure that students, teachers and administrators have a variety of opportunities to apply their knowledge of Chinese language and culture in the real world.**

We recommend the following four fundamental steps toward achieving Goal 4: (1) Create in person or virtual exchanges, study abroad, or volunteer programs for students, teachers, and school administrators; (2) Form collaborative relationships between the PK-16 educational system and the heritage and community groups within New York ; (3) Form similar collaborative relationships with counterpart educational organizations in China; (4) Through public and/or private funds provide scholarships or other incentives to students and educators to support “global engagement” endeavors.

The following represent concrete steps that can be taken toward this goal.

	<u>Who?</u>	<u>What?</u>	<u>When?</u>
1	All parties	Create in person or virtual exchanges, study abroad, or volunteer programs for students, teachers, and school administrators	
2	Education, Business &	Form collaborative relationships between the PK-16 educational system and the heritage and community groups	

	Community Groups	within New York	
		<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Create internships at community and cultural organizations in Chinatown or Flushing;</i></li> <li>• <i>Heritage schools can serve as cultural advisors to PK-16 schools;</i></li> <li>• <i>Cross-cutting professional development workshops can be offered for teachers in both heritage school and PK-16 school systems;</i></li> <li>• <i>Create curriculum projects and field experiences so that students can apply what they've learned in the classroom to the heritage communities;</i></li> <li>• <i>Bring authentic materials from the heritage communities into the classroom</i></li> </ul>	
3		Form similar collaborative relationships with counterpart educational organizations in China and other Chinese-speaking regions	
		<p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• <i>Establish sister school relationships;</i></li> <li>• <i>Develop curriculum projects around themes of mutual interest such as the environment, health, culture, etc.;</i></li> <li>• <i>Create two-way exchange programs for students, teachers and administrators</i></li> </ul>	
4	Government & Business leaders	Through public and/or private funds provide scholarships or other incentives to students and educators to support “global engagement” endeavors	

## **BOXES**

### **1. Number of U.S. students studying Chinese**

Estimates of the number of K-12 students in the U.S. studying Chinese vary widely. A 2000 survey by the American Council on the Teaching of Foreign Languages found 5,000 students in grades 7 to 12. In 2002 the Secondary School Chinese Language Center at Princeton University estimated the number at 24,000. A 2003 survey by the Chinese Language Association of Secondary-Elementary Schools put the number at 16,000.

Recent data collected by the College Board from various sources indicates there are 779 Chinese programs in K-12 schools in the U.S. Among them, 444 programs are offered in public schools (57 percent), and 335 programs (43 percent) in private schools<sup>v</sup>. Although this number is not comprehensive, this represents an increase of about 200 percent over data collected in 2005.

The overwhelming majority of U.S. students studying Chinese are found in the so-called “heritage” schools operated after school and on weekends by associations created by immigrants from Taiwan, Hong Kong and the PRC. These schools have an estimated enrollment of 150,000, of which about 60,000 are from the PRC.

National data on the number of immersion schools collected by the Center for Applied Linguistics indicate that, among the 308 two-way immersion programs documented, only six are Chinese-related: 3 Cantonese/English, 2 Mandarin/English, and one multiple Chinese dialects/English.<sup>vi</sup>

In 2006, at the higher education level, there were 51,582 students learning Chinese, a 52 percent increase over 2002<sup>vii</sup>. According to estimates by the Modern Language Association. Chinese ranks sixth among the most commonly studies foreign languages in the U.S. after Spanish, French, German and Japanese.

### **Number of Chinese programs**

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### **2. Chicago: A success story and model**

In 2004 Mayor Richard Daley of Chicago visited schools in China, which had just begun requiring Chinese students at all levels to study English. Inspired by the sight of all

those Chinese students learning English, Daley resolved to build the largest Chinese language program in the U.S. as a means, among other things, of making his city hospitable to international trade.

Chicago had already begun moving in this direction. In 1999, in response to growing pressure from parents, the Chicago Public Schools had established a new Office of Language and Cultural Education with a mandate to infuse more Asian languages and cultural studies into the schools. Shortly thereafter, such a program was launched in three schools under the direction of Robert Davis, who also serves as director of Chicago's Confucius Institute. With Daley's active support, the program has now grown to more than 70 primary and secondary schools, with more coming on board every year. Currently, more than 10,000 students are studying Chinese, with more schools adding programs each year.

Significantly, Chicago's program does not target Chinese Americans. Davis made a point of setting up programs in areas home to heavy minority populations. Participating schools range from virtually all-Hispanic Juarez High School and Owens Scholastic Elementary, which is 81 percent black, to more diverse schools throughout the city. 30 percent of participants are African American, 38 percent are Latino, and 86 percent are low-income. The small number of Chinese students are primarily Cantonese speakers or whom Mandarin is their third language.

The Chinese language program in Chicago focuses heavily on Chinese culture and history. At the Bell School on the Northwest side, for example, first-graders stand and greet the teacher at each session, as Chinese schoolchildren do. They celebrate the Chinese New Year, read Chinese cartoons and get insights into Chinese philosophy as they realize that basic elements, such as fire, water and trees, are at the root of the language. Policy makers understand that even if these young pupils do not come away with a true mastery of Mandarin Chinese, they will remember and respect Chinese culture. Local community partnerships have been created between the schools and Chinese businesses and cultural resources so that students may see Chinese in daily use in the community.

The Chicago Chinese program follows a so-called Foreign Language in the Elementary School (FLES) model that provides 30- to 45-minute blocks of instruction three to five days per week for grades K-8. In the high schools, instruction is provided for one class period daily.

The Chicago Chinese program does not receive regular public funding. Rather it is supported by corporate funding and grants. Chinese teachers are eligible to join the union, which results in substantial salaries and benefits.

Of critical importance to the program is the work Davis continues to do in the areas of curriculum development and teacher recruitment. The Confucius Institute in Chicago (CIC) is a partnership between the Chicago Public Schools Office of Language

and Cultural Education and China's National Office of Teaching Chinese as a Foreign Language (Han Ban). CIC is an educational resource for teachers, parents and students throughout the Chicago area on the teaching of Chinese language and culture.

In addition to serving as a full professional development and workshop center, CIC maintains a resource library with more than 3,000 print and media materials for educators and students from all academic levels. Among its wide array of offerings are professional development workshops and materials for K-16 teachers of all subjects and parent workshops, both for non-Chinese families and for parents of adopted Chinese children. Other programs include after-school activities and workshops for students, courses on introductory Chinese for travel and business, study programs for teachers and students in China; a computer lab for technology-based workshops, and a resource center for school-based programs about China.

The growth of Chicago's program has been hampered by the difficulty of recruiting Chinese language teachers. The schools have staffed their program with a combination of locally available teachers (most are heritage speakers with bilingual certification) and visiting teachers from China, through a recruitment initiative with Shanghai. Davis has publicly underscored the need for more American universities to offer Chinese teacher preparation programs so that Chinese language teachers may be more easily available to schools as they initiate and expand programs.

The Chicago Chinese program has shown that instruction in Chinese can be become a reality despite limited funding, tight time constraints, mostly non-heritage students, and teacher shortages. This program has been hailed around the country and is being closely watched by other cities, including Houston, Philadelphia and, of course, New York.

### **3. China's Investment in Teaching Americans Mandarin**

Americans may have doubts about whether their young people should study Chinese, but Chinese policy makers are clear on the subject. In recent years Beijing has poured millions of dollars into programs aimed at increasing the number of U.S. students who speak Mandarin. These are part of a worldwide program to establish Mandarin as a major world language.

Working with the Chinese Ministry of Education, the National Office for Teaching Chinese as a Foreign Language (NOCTFL), known by its Chinese acronym Hanban, has made a major commitment to expanding Chinese-language capacity in the U.S. Among other things NOCTFL trains Chinese nationals as language instructors and helps select or recommend teachers of Chinese to foreign institutions, organizations or governments. Strategies include recruiting international experts to develop high-quality teaching materials, creating a program for overseas volunteer Chinese teachers,



investments in teacher professional development programs, and revision of proficiency tests in order to attract more Chinese learners.

Perhaps the most visible effort has been the College Board’s new Advanced Placement course in Chinese Language and Culture, which made its debut in 2007.

#### **4. Data on Confucius Institutes.**

There are over 50 Confucius institutes in the US.

Hanban has been instrumental in establishing more than 40 Confucius Institutes at U.S. universities. Like the Goethe or Cervantes Institutes or Alliance Française, the main purpose of the Confucius Institutes is to promote and offer the study of language and culture. Hanban also implements the Chinese Guest Teacher Program in collaboration with the College Board. This program has brought more than 150 guest teachers from China to help alleviate the shortage of Chinese language instructors in the United States; these teachers now teach more than 11,000 students in 31 states<sup>viii</sup>. Hanban also sponsors the Chinese Bridge Delegation Program, through which 1,200 administrators, principals, and school board members have visited China and its schools<sup>ix</sup>.

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#### **5. China’s Investment in Teaching English to its Young People**

Americans may have doubts about whether their young people should study Chinese, but Chinese policy makers have not doubts about whether their own students should learn English.

In 2004, China initiated a requirement that, starting in grade three, all Chinese students must study English.

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#### **6. Kentucky has good practices**

**7. Wisconsin** – convened an international education summit to discuss strategies for establishing more effective language learning programs

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<sup>i</sup> <http://www.internetworldstats.com/stats7.htm>

<sup>ii</sup> National Council of State Supervisor for Languages survey shows that the following states have signed a Memorandum of Understanding with China or Taiwan: California, Connecticut, Delaware, Indiana, Kansas, Kentucky, Maine, Ohio, Oklahoma, Utah, and Wisconsin. Visit NCSSFL at <http://www.ncssfl.org>.

<sup>iii</sup> New York State Education Department Information, Reporting and Technology Services 2005-2006 Course Registration Data. [http://www.emsc.nysed.gov/irts/pmf/2005-06/2006\\_Course-Code-Reg.pdf](http://www.emsc.nysed.gov/irts/pmf/2005-06/2006_Course-Code-Reg.pdf). Last accessed: 15 September 2008

<sup>iv</sup> New York State Education Department Information, Reporting and Technology Services 2005-2006 Course Registration Data. [http://www.emsc.nysed.gov/irts/pmf/2005-06/2006\\_Course-Code-Reg.pdf](http://www.emsc.nysed.gov/irts/pmf/2005-06/2006_Course-Code-Reg.pdf). Last accessed: 15 September 2008

<sup>v</sup> Unpublished study, the College Board, April 2008. Data source: The College Board, Asia Society, The Office of Chinese language council International-Hanban, National Council of State Supervisors for Languages, National Association of Independent Schools, 2007.

<sup>vi</sup> Two-Way Immersion, Center for Applied Linguistics see <http://www.cal.org/twi/directory/language.htm>, retrieved April 9, 2008.

<sup>vii</sup> Nelly Furman, David Goldberg, and Natalia Lusin, 2007. *Enrollments in Languages Other Than English in United States Institutions of Higher Education*, Fall 2006. Web publication by the Modern Language Association at [http://www.mla.org/enroll\\_survey06\\_fin](http://www.mla.org/enroll_survey06_fin).

<sup>viii</sup> See No. 6, the College Board study.

<sup>ix</sup> See No. 6, the College Board study.

## **Index 2: Results Summary of F08 Brockport Student Interest Survey Chinese Language Courses and Chinese Courses Online**

Survey Conducted by: Dr. Carl Davila, Assistant Professor of History

### **The Data**

This survey was conducted in eight courses bearing General Education codes in the departments of History, Political Science and Business.

219 students in these courses responded to the survey, of whom 156 (71%) expressed some degree of interest. The survey was designed to reflect in a general way degrees of interest, with number values assigned to each level of interest. A higher degree of interest was indicated by a lower number in the response to each question. The scale was: 1-3 (1 being very interested and 3 being not interested at all)

Three questions, relating to student interest in taking Mandarin Chinese courses at Brockport, were asked. The first question was:

If Chinese (Mandarin) were offered at Brockport, I would be ...

1. Very interested in taking Chinese classes.
2. Somewhat interested in taking Chinese classes.
3. Not interested at all in taking Chinese classes.

The average for all responses to this question was: 1.78

The highest degree of interest (1.5 from 14 out of 20 students) was expressed by students in HST386 Asian Civilizations; the lowest degree in PolSci 328 American Foreign Policy (2 from 13 out of 20 students).

The second question asked was:

If Chinese (Mandarin) were offered online through Brockport, I would be ...

1. Very interested in taking Chinese classes online through Brockport.
2. Somewhat interested in taking Chinese classes through Brockport.
3. Not interested at all in taking Chinese classes through Brockport.

The average for all responses to this question was: 1.96

This indicates a “somewhat” interest level.

The highest degree of interest (1.5 from 14 out of 20 students) again was expressed by students in HST386 Asian Civilizations; the lowest degree in HST101 Ancient World (2.24 from 51 out of 76 students).

The third question was:

If you could take Chinese at Brockport, how many years would you study it?

1. Three or more years

2. Two years (enough for the BA)
3. A semester or two

The average for all responses to this question was: 2.45

This indicates that a few students might actually take a substantial number of Chinese language courses, if they were available, but that more would be likely to take two years of Chinese (enough to qualify them for the BA degree), and that many responding to the survey would only be interested in about one year's worth of the language. The highest degree of interest (1.8 from 14 out of 20 students) yet again was expressed by students in HST386 Asian Civilizations; the lowest degree once again in HST101 Ancient World (2.63 from 51 out of 76 students).

### Conclusions

In sum, this survey points to a moderate degree of general interest in Mandarin Chinese courses at Brockport. If given the opportunity, quite a few of our students would at least consider taking Chinese at the basic level. The fact that 71 percent expressed some level of interest is encouraging in this regard, as is the general level of interest (1.78).

Interest in an online course in Chinese was rather less, though still substantial. Quite a few respondents did respond with (1) "very interested...", but these were offset by others who expressed no interest at all in the online version of the course. The majority of responses were (2).

Brockport students' responses to this survey also suggest that, among those who are interested in Chinese, there is substantial interest in studying Chinese for about two years.

Obviously, this was a very simple survey, and there is no guarantee at all that the students responding to it would actually follow through with their expressed interest. Nevertheless, the results do tend to support the College pursuing making Chinese courses available to our students.

## Index 4: Module Development Professors

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## **Baban Hasnat, Ph.D.**

### **Education**

- *Ph.D.* in Economics, The University of Tennessee, Knoxville, Tennessee, 1989

### **Grants and Awards (selected)**

- Fulbright Scholarship for research and lecture in Bangladesh, May – August, 2001
- College of Business Administration Fellowship, The University of Tennessee-Knoxville, 1982

### **Professional Experience (selected)**

- *Professor & Area Coordinator of International Business and Economics*, Dept. of Business Admin. & Economics, The College at Brockport, Brockport, SUNY, New York; 9/90-Present.
- *Assistant Professor*, Department of Accounting, Economics and Finance, Morehead State University, Morehead, Kentucky; 8/89-8/90.

### **Refereed Journal Publications (selected)**

- Foreign Direct Investment and Worker Rights,” *Journal of Global Business Issues*, Summer, 2007, pp. 89-100.
- “United States Trade Relations with Muslim Countries,” *The Journal of Social, Political and Economic Studies*, Spring 2007,
- “A Political Economic Analysis of Congressional Voting on the Trade and Development Act of 2000” with Charles Callahan, III, *The International Journal of Business and Economics*, Vol. 3, No. 1, 2004, pp. 35-44.
- “The Impact of Core Labor Standards on Exports,” *International Business Review*, Vol. 5, No. 11, 2002, pp. 563-575.
- “A Political Economic Analysis of Congressional Voting on Permanent Normal Trade Relations of China” with Charles Callahan, III, *Applied Economics Letters*, Vol. 9, No. 7, 2002, pp. 465-468.
- “Tensions between Globalization and Domestic Social Arrangements,” *Journal of Business and Society*, Vol. 13, 2000, pp. 125-132.
- Book chapter in “Housing for the Rural Poor: An Evaluation of Grameen Bank Experience” with Atiur Rahman in Abu N. M. Wahid (ed.) *The Grameen Bank: Poverty Relief in Bangladesh*, Westview Press: Boulder, Colorado, 1993, pp. 69-96.

### **Research-in-progress (selected)**

- “Culture, Religion and Economic Growth”
- “American Foreign Aid Before and During the War on Terror”

### **Others (selected)**

- Presented papers at the premier national and international organizations.
- Member, Academy of International Business, Association for Evolutionary Economics
- Citizenship, U.S.

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**Current Position:**

Assistant Professor, Department of History, State University of New York College at Brockport

**Education:**

*Yale University* : Ph.D., Arabic Studies and Anthropology — May, 2006

Fields: Arabic Language (history, poetic and grammatical traditions), Late Medieval/Modern Middle East History, Formation of Islam (including Qur'aen, theology and law), Anthropology (sociolinguistics and social theory)

*State University of New York College at Brockport*

BA Summa Cum Laude in History — June, 1998

Minor Field: Women and Gender Studies

**Specializations:**

The Arab world, history of Islam, Arabic language and culture.

**Research Grants:**

2005-2006 Fulbright-Hays Fellowship for Dissertation Research in Morocco  
“The Moroccan Andalusian Music Tradition Between the Spoken and the Written”

2004-2005 Fulbright Fellowship for Research in Morocco  
*translation and textual analysis of Andalusian music texts*

**Recent Conferences and Presentations:**

“Teaching Said” presented at the *Counterpoints* conference on the work of Edward Said, Ottawa, Canada, October, 2008.

“Is ‘Islamic Feminism’ Necessary? A Case in Point” presented at the Seneca Falls Dialogues conference, Seneca Falls, NY, October, 2008.

Conference organizer: *Reconsidering ‘the Orient’ and ‘the Occident’ in the 21st Century: Observing the 30th Anniversary of Edward Said’s Orientalism*, the College at Brockport, 12 April, 2008. [www.brockport.edu/orientalism](http://www.brockport.edu/orientalism)

“The ‘Other Andalusian Music’: Andalusian Strophic Poetry in the Moroccan *Samâ‘ wa-Madîh*” presented at *Muwashshah: Arabic and Hebrew Strophic Poetry and its Romance Parallels* conference at the School of Oriental and African Studies, University of London. October, 2007.

“‘Islamofascism?’ Engineered Discourses on Islam” Presidential Fellows Lecture given at the

College at Brockport, November, 2006.

“Text and Performed Text: Linguistic Registers in the Moroccan *Æla*” presented at the Middle East Studies Association annual conference in Boston, MA. November 2006.

“Fixing a Misbegotten Biography: Ziryāb in the Mediterranean World” presented at the International Medieval Conference, University of Leeds, UK. July 2006.

“*Kun shafic î* : Orality and Literacy in the Moroccan *Æla*” presented at the Middle East Studies Association annual conference in Washington, DC. November 2005.

“Andalusian Strophic Poetry Between the Spoken and the Written: *The Case of the Moroccan Andalusian Music*” presented at The Muwashshah — History, Origins and Present Practices conference at the School of Oriental and African Studies, University of London. October 2004.

### **Recent Publications**

Review article: *Varieties of Muslim Experience*, by Lawrence Rosen. *Anthropological Quarterly* 82.1, 2009, pp. 331-337.

“Fixing a Misbegotten Biography: Ziryāb in the Mediterranean World.” *al-Masāq* 21 (ii) 2009.

“Andalusian Strophic Poetry Between the Spoken and the Written: The Case of the Moroccan Andalusian Music” in *Muwashshah: Proceedings of the Conference on Arabic and Hebrew Strophic Poetry and its Romance Parallels, School of Oriental and African Studies [SOAS], London, 8-10 October 2004*. Ed. Ed Emery. London: School of Oriental and African Studies. 2006, pp. 99-113.

### **Current projects:**

A paper dealing with references to female slave singers in 9th-century Cordova.

Co-editing with Jonathan Shannon a forthcoming anthology, *Echoes of al-Andalus*, featuring new scholarship on the Andalusian music traditions of the Mediterranean.



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Department of History, SUNY Cortland

**EDUCATION**

Ph.D., History, University of California, Berkeley, 1994  
M.A. History, University of California, Berkeley, 1984  
B.A. History, Southern Methodist University, Dallas, Texas, 1983, summa cum  
laude, with departmental distinction

**PROFESSIONAL EXPERIENCE**

SUNY Cortland, Assoc. Professor, full-time instruction in university-level courses, Russian  
and European history, Fall 1992 to present. Courses taught:

Power in the Modern World (International Studies [IST] 400; team-taught)  
The Foundations of Modern Russia, 882-1894  
Russia since 1894  
The Soviet Union, 1917-1953  
Western Civilization since 1715  
History of Women in Modern Europe  
Twentieth-Century World History  
World Since 1500  
Undergraduate Research Seminar (Europe)  
Issues in Russian History (Graduate Course)  
Russian Law and Society (Graduate Course)  
Graduate Research Seminar (Europe)  
\*\*\*Participation in World First Freshman Learning Community, Fall 2002—present

U.C. Berkeley, Graduate Student Instructor, sole instructor for undergraduate  
research/topics seminars (History 101 and 103). Topics offered:

Law and Society in Late Modern Russia, Fall 1991  
Private Letters from Late Modern Europe and Russia, Spring 1991  
Twentieth Century European and Russian Revolutionaries, Spring 1988

**PUBLICATIONS: PEER-REVIEWED ARTICLES**

“Recovering the Historical *Rechtsstaat*.” *Review of Central and East European Law* 32, 1 (2007), 65-97.

“The Particulars of Guilt: Final Questions for the Jury Under the 1864 Judicial Reform.” *Slavic Studies* 38 (Fall 2004), 251-72.

“Uncertain Traditionalism and Jury Trial Oaths in the Early Reform Era.” *Russian History* 25 (Fall 1998), 271-300.

## CONFERENCE PAPERS AND PUBLIC PRESENTATIONS

Invited speaker on Globalization at “Tables of Content,” Southern Methodist University, April 2, 2005.

“The *Rechtsstaat* in the European Intellectual Tradition: The Distortion of a Concept.” Paper delivered at the New York State Association of European Historians’ 54<sup>th</sup> Annual Conference, Rochester, NY, October 9, 2004.

“The Judicial Oath in Trial by Jury: A Lens on Late Imperial Russian Legal Culture.” Paper delivered at the Mid-Atlantic Slavic Conference, Chestnut Hill, PA, March 21, 1998.

International Conference: “Administration of Justice and Judicial Reform in Russia, 1864-1994,” March-April 1995, University of Toronto, Toronto, Canada.

“What Say You? Fact-Finding and Law-Finding in Late Imperial Russian Legal Culture.” Paper delivered at the American Historical Association Annual Meeting, Chicago, IL, January 8, 1995.

“Individualizing the Verdict: The Formulation of Questions for the Jury in Late Imperial Russia.” Paper delivered at the Russian History Colloquium for visiting faculty, (sponsored by the U.C. Berkeley History Department), Berkeley, CA, May 18, 1994.

“Law and Society in Transition: Strategies of Guilt and Innocence in Late Imperial Russian Trial by Jury.” Paper delivered at the spring meeting of the Association of Central New York Russian Historians, Cornell University, April 22, 1994.

“Late Imperial Russian Legal Culture: Truly Controversial?” Paper delivered at the Mid-Atlantic Slavic Studies Conference, Villanova University, March 19, 1994.

“The Uncertainty of Guilt in Nineteenth-Century Russian Jury Trials.” Paper delivered at the University of Virginia 7th Annual Slavic Studies Symposium, Charlottesville, VA, April 5, 1991.

## HONORS

Elected to membership in Phi Kappa Phi, March 2009

Rozanne Brooks Dedicated Teacher Award, Spring 2004

Mellon Fellowship in the Humanities, 1983

IREX (International Research & Exchanges Board) fellowship for doctoral research in the Soviet Union, 1988-89

Michael I. Gurevich Memorial Prize in Russian History, 1984

Phi Beta Kappa

Phi Alpha Theta - history honorary

**James A. Spiller**  
Associate Professor of History  
State University of New York at Brockport  
585-395-5703; [jspiller@brockport.edu](mailto:jspiller@brockport.edu)

## Education

Ph.D., American History. University of Wisconsin, Madison. August 1999.

B.A., History and Mathematics. Rutgers University, December 1989.

## Academic Honors and Awards

SUNY Chancellor's Award for Excellence in Teaching, 2004.

Presidential Foundations Research Grants (George H.W. Bush, 2003; Lyndon B. Johnson, 2002;

Gerald R. Ford, 1997).

Smithsonian Institution Predoctoral Fellowship, 1996-1997.

History of Science Society's Schuman Prize, 1996.

Jacob Javits Graduate Fellowship, 1991-1995.

## Publications

"The Closing of the American Space Frontier?: The Cultural Politics of Modern American National Identity," in revision after peer review by the *Journal of American History*.

"International Science in Antarctica," David N. Livingstone and Ronald L. Numbers, eds., *Modern Science in National and International Context*. Cambridge: Cambridge University Press, forthcoming.

"Imagining American Science and Technology," in T. Gregory Garvey and Anna Maslenikova eds., *American Society* (St. Petersburg, 2006).

"Radiant Cuisine: The Commercial Fate of Food Irradiation in the United States," *Technology & Culture*, October 2004.

"*This is War!*: Network Radio and World War II Propaganda in America," *Journal of Radio Studies*, June 2004.

"Re-Imagining U.S. Antarctic Research as a Defining Endeavor of a Deserving World Leader, 1957-1991," *Public Understanding of Science*, January 2004.

"Technological Enclaves," in Mary Kupiec Cayton and Peter W. Williams, eds., *Encyclopedia of American Cultural and Intellectual History*. NY: Charles Scribner's Sons, 2001.

## Scholarly Presentations

“Outer Space, Antarctica, and Changing Sentiments about American Exploration,” Organization of American Historians Conference, March 2008.

“The Greatest Legacy of the IGY: Antarctic Science as a Force for Peaceful Internationalism,” The International Geophysical Year: A 50-Year Retrospective, International Union of Geodesy and Geophysics Conference, July 2007.

“Documenting Science and Technology in the Digital Age,” Mid-Atlantic Regional Archives Conference, April 2005.

“The Space Frontier and the Shifting Terrain of American National Identity,” Organization of American Historians Conference, April 2005.

“Focusing With Faulty Lens: The Importance and Limitations of Historical Inquiry,” Keynote, Strong Museum AP History Conference, March 2004

“Conservative Utopianism and Cold War Therapeutic Culture,” Society for Utopian Studies Conference, October 2000.

### **Courses Taught**

- HST 212 Modern American History Survey
- HST 302 History of Science and Technology in America
- HST 357 Modern American Dream: Economics and U.S. Society
- HST 390 Undergraduate Research Methods
- HST 407/507 American Environmental History
- HST 421/521 America Since 1929
- HST 426/526 Modern American Cultural History
- HST 615 Graduate Reading Seminar in Modern American History

*Curriculum Vitae*

BIRU PAKSHA PAUL

Assistant Professor, Department of Economics SUNY Cortland, Cortland, New York 13045

Office: 607 753-4110, Fax: 607 753-5983 [biru.paul@cortland.edu](mailto:biru.paul@cortland.edu),

<http://facultyweb.cortland.edu/paulb/>

**EDUCATION**

**Ph.D.** in Economics: SUNY Binghamton, Aug 2007

**M.A.** in Applied Economics: SUNY Binghamton, May 2004

**M.B.A.** in Finance: University of Technology-Sydney, Australia, Sep 1999

**M.S.S.** in Economics: University of Dhaka, Bangladesh, Feb 1989

**B.S.S.** in Economics (Honors): University of Dhaka, Bangladesh, Jul 1986

**TEACHING**

1. Macroeconomic Theory, Spring 2009. Principles of Microeconomics, Fall 2007 to Spring 2009, and Principles of Finance: Fall 2007 to Fall 2008.

2. **Course Instructor:** Economics of Business Cycles (newly developed), Fall 2005-Spring 2007, Principles of Macroeconomics, Department of Economics, SUNY Binghamton, Summer 2006.

3. **Teaching Assistant:** Principles of Macroeconomics, Intermediate Microeconomics, International Trade, Spring 2003-Spring 2005. SUNY Binghamton.

**SERVICE**

1. Member, Economics Department Curriculum Committee, SUNY Cortland. Since Fall 2007.

2. Co-investigator, Professional Science Master's (PSM) Program Committee, SUNY Cortland.

3. Member, Quality Circle Review Committee, Faculty Development Center, SUNY Cortland.

4. Academic Adviser, Economics Department, SUNY Cortland, Since Fall 2007.

**RESEARCH**

1. "*In Search of the Phillips Curve for India*," submitted to the *Journal of Asian Economics*, Jan 2009.

2. "*Does Corruption Foster Growth in Bangladesh?*" 2008 Summer Research Project, SUNY Cortland.

3. "*Business Cycle Transmission from the U.S. to India*," submitted to the *Indian Economic Rev.* Jan'09

4. "*Did Liberalization Cause Structural Break in Indian Industrial Growth?*" presented at the 35th Annual Convention of the Eastern Economic Association, Feb 27, 2009, NY

5. "*Women in the Informal Sector: With Special Reference to the African Countries*," Working Paper (1) project number 32730, The United Nations Development Programme (UNDP), New York, Jun 2005.

6. "*Female Garments Workers in the Aftermath of the Multi-Fiber Agreement: With Special Focus on Bangladesh, Cambodia and Sri Lanka*," project number 32730, The UNDP, Oct 2005.

## **PUBLICATIONS**

1. "Essays on Indian Business Cycles and Inflation," VDM Publishing House, Germany, Nov 2008.
2. "Free Market Economy and Bangladesh," Second Ed., Rayman Publishers, Dhaka, Nov 1997.
3. "Banking Issues in Bangladesh," Nawrose Book House, Dhaka, Sep 1996.
4. "The World Bank and Bangladesh Economy," Smart Publishers, Dhaka, Feb 1993.

## **BOOK/CHAPTER REVIEW**

1. Reviewed Chapter 12: *The Real Business Cycle Model* in the book 'The New Principles of Macroeconomics' by Cowen and Tarabrok (forthcoming in 2008), Worth Publishers, New York.

## **NEWSPAPER ARTICLES**

1. "Easy Come, Easy Go," *The US Financial Crisis of 2008*, *The Daily Star* (the leading English daily in Bangladesh), Nov 9, 2008, <http://www.thedailystar.net/story.php?nid=62448>
2. "Nobel Economics Prize and Globalization," *Dhaka Courier* (the leading English newsweekly in Bangladesh), Oct 24, 2008, <http://www.dhakacourier.net/issue14/other/doc2.htm>
3. "Measuring Corruption," *Daily Star*, Jul 9, 2008, <http://www.thedailystar.net/story.php?nid=44827>

## **OTHER PROFESSIONAL EXPERIENCES**

1. **Research Consultant** for the United Nations Development Programme (UNDP): Poverty Reduction Group, Bureau for Development Policy, New York, Summer 2005.
2. **Paraplanning Associate** in the Financial Planning Division of Wealth Management, Australia and New Zealand Banking Group Ltd (ANZ Bank), Sydney, Aug 2001 to Aug 2002.

## **PRESENTATIONS**

1. An International Conference of Business, Economics, and Management Disciplines, Oct 9-11, 2008, Department of International Business, Quinnipiac University, Connecticut.
2. The 83rd Annual Conference of the Western Economic Association International, Jun 29-Jul 2, 2008, Hawaii. Presenter and discussant of the session on 'Studies in Business Cycles.'
3. The 34th Annual Conference of the Eastern Economic Association (EEA), Mar 7-9, 2008, Boston. Presented and chaired the session on 'Business Cycles & Macroeconomic Movements.'
4. International Conference on "Globalization and Its Discontents," Organized by Izmir University of Economics and SUNY Cortland, Jun 8-9, 2007.

## **FELLOWSHIP, AWARDS & GRANTS**

1. Excellence in Research, Faculty and Professional Staff Award, May 2009, SUNY Cortland.
2. Stipend, Institute for Teaching Strategies, 2008, Faculty Development Center, SUNY Cortland
3. Faculty Research Fellowship 2008-2009, SUNY Cortland.
4. University Award for Excellence in Teaching 2006, SUNY Binghamton
5. Department Fellowship Spring 2006: Department of Economics, SUNY Binghamton.
6. Graduate Scholars Enhancement Spring 2006: Department of Economics, SUNY Binghamton.

Christopher P. Cirimo, PhD  
State University of New York College at Cortland  
Cortland, NY 13045-0900  
607-753-2924 (office)  
email: [christopher.cirimo@cortland.edu](mailto:christopher.cirimo@cortland.edu)  
webpage: <http://web.cortland.edu/cirmoc/index.htm>

## **EDUCATION**

### **Doctor of Philosophy (1993). Environmental Science and Engineering, Syracuse University**

Thesis Topic: Watershed and Wetland Science

Sigma Xi (Syracuse University) Top Graduate Student Honor Award - 1993

### **Master of Science (1984), Environmental Science, Indiana University School of Public and Environmental Affairs, *and* Oak Ridge National Laboratory.**

Thesis Area: Environmental Impact Analysis and Environmental Science

### **Bachelor of Science (1976) Biology/Chemistry, Utica College (summa cum laude)**

Senior Research – Biological Chemistry of Reptilians

## **PROFESSIONAL EXPERIENCE**

**Chairperson:** *Geological Sciences, State University of New York at Cortland (2002-present);*

*Includes role as senior chair in the sciences with mentoring of new faculty and chairs.*

**Program Director:** *National Science Foundation, Division of Earth Sciences, Program in Hydrologic Sciences, Arlington VA (1998 and 2005-2007);*

**SUNY Cortland Representative:** *SUNY Cortland/Beijing Capital Normal University Partnership (2007); Science Consultant with Capital Normal University Wetland Research Institute.*

**Advanced Placement (AP) Reader in Environmental Sciences:** *Educational Testing Services, Princeton, NJ. (2006-present)*

**Coordinator of Environmental Science Programs:** *State University of New York College at Cortland (2001- present)*

**Professor of Geological Sciences:** *State University of New York College at Cortland (2004–present)*

**Associate Professor of Geological Sciences:** *State University of New York College at Cortland (2001-2004)*

**Assistant Professor of Geological Sciences:** *State University of New York College at Cortland (1998-2001)*

**Adjunct Assistant Professor:** *Syracuse University, Syracuse NY and SUNY College of Environmental Science and Forestry, Syracuse, NY (1998 - present)*

**Assistant Professor of Geological and Environmental Science:** *Susquehanna University, Selinsgrove, PA 17870 (1994-1997)*

**Post-Doctoral Research Fellow, Adjunct Assistant Teaching Professor:** *SUNY College of Environmental Science and Forestry, Syracuse, NY under Dr. Jeffrey J. McDonnell. (1993-1994)*

**Research Assistant, Teaching Associate, Doctoral Fellow:** *Department of Civil and Environmental Engineering, Syracuse University, Syracuse NY (1989 -1993)*

**Assistant Professor/Founder and Director: Institute for Environmental Quality:**

*Department of Scientific and Technical Studies, Columbia-Greene Community College, Hudson, NY. Courses: Environmental Science, Chemistry, Water/Wastewater Treatment (1985-1989)*

**Environmental Research Scientist/Hydrogeologist:** *Environmental Research Center, British Petroleum of America, Cleveland, OH. (1984-1985; summers 1986-1987)*

**Graduate Research Associate, Associate Instructor, Graduate Fellow:** *Environmental Systems Application Center, School of Public and Environmental Affairs, Indiana University, Bloomington, IN/Environmental Sciences Division, Oak Ridge National Laboratory, Oak Ridge, TN (1981-1984)*



Lynne H. Rosansky, Ph.D.

Dr. Rosansky is currently the Vice President of Academic Affairs for the Levin Institute, a Graduate Institute of International Relations and Commerce for the State University of New York. Dr. Rosansky leads Levin's academic programs and research initiatives. Dr. Rosansky earned her Ph.D. and M.A. from Boston University and holds an MBA from Babson College. Her BA is from Carnegie-Mellon University.

In her role at The Levin Institute, Dr. Rosansky is responsible for academic program design, development and delivery, selection and coaching of faculty, strategic relationship building with international partner schools and business development. Prior to joining the Levin Institute, Dr. Rosansky was President of Hult International Business School, formerly the Arthur D. Little School of Management where she was Dean. Over the course of her career, Dr. Rosansky has served on the faculties of Brandeis University Graduate School for International Economics & Finance, Simmons Graduate School of Management, and Babson College. Courses taught included: International Business, Business Strategy, Organizational Behavior, Human Resource Management and General Management. As a Visiting Professor at the International University of Japan, , Niigata-ken, JAPAN, Dr. Rosansky designed and delivered the management curriculum for the Intensive International Executive Education Program, a training program for international (Japanese and Chinese) executives being prepared for overseas assignment.

At Arthur D. Little School of Management, Professor Rosansky developed and delivered programs for clients; consultants and MBA students. She was a founding member of the Arthur D. Little HR Consulting Practice and delivered cases for Polaroid Corporation, the IRS and a small telecommunications start-up company. She developed and delivered courses for Senior ADL Consultants on international negotiation and case management. . At Babson, Dr. Rosansky served as faculty director for the Program on Leadership and Influence and taught in both custom and open-enrollment programs. At Brandeis University, Professor Rosansky led the development of the Alliance Strategy program. As a consultant, she has developed competency models and implemented competency-based Human Resource strategies for high tech companies such as Sapient Corp and HP. She has designed and implemented measures for program effectiveness and evaluation.

Dr. Rosansky is also President and founder of LHR International, Inc, a consulting firm specializing in the strategic alignment of people, processes and strategy. Her clients include Mainspring (now part of IBM Global Services), Sapient Corporation, State Street Bank, Haywood Hospital, Verizon, and Ford Motor.

Dr. Rosansky served as faculty director for the Program on Leadership and Influence and for the Program for Women in Management, both at Babson College; She led the Intensive International Executive Program at IUJ (Japan); the Alliance Strategy program at Brandeis University; the Emerging Issues in Information Technology for State Street Bank; the IT Leadership program for State Street Bank and the Going Global program for SK Corporation (Korea). In her role as faculty director, she was responsible for overall curriculum design, development and coordination that included faculty assignments; site visits and company speaker engagements; student evaluations; extra-curricula activities; projects and team assignments; and client relations.

## CURRICULUM VITAE

### IBIPO JOHNSTON-ANUMONWO

**CURRENT POSITION:** Professor, SUNY College at Cortland, Geography Department. 2002-date  
First appointed: September, 1988

**EDUCATION:** Ph.D., 1987, Clark University. Worcester, MA. 1982-1987.  
Dissertation: A Geographic Perspective on Occupational Segregation: A Case Study of the Workforce in Worcester, Massachusetts 1980. (Advisor: Dr. Susan Hanson).

Ed.M., 1982, Harvard Graduate School of Education, Cambridge, MA. 1981-1982. (concentration in International Development).

B.Ed., 1978, University of Ibadan, Nigeria. 1975-1978.  
Major: Teacher Education (Geography as major subject). Second class upper division.

**TEACHING/** Urban Geography, African Studies, Economic Geography, International Studies

**RESEARCH** Political Economy of Development, Multicultural Studies, Gender and Development

**INTERESTS:** Social Geography, Comparative Urbanization, Urban and Regional Development Planning, Gender and Ethnic Aspects of Metropolitan Commuting Patterns

### PROFESSIONAL EXPERIENCE

#### Funded

#### Research:

#### Co-Principal Investigator:

U.S. Department of Transportation, administered through Norfolk State University, Norfolk, VA (with Dr. Rudy Wilson, Department of Political Science and Economics, Norfolk, VA) 1994-1995.

\$40,000 grant for conducting a three-city study on commuting behavior. Project Title: "Ethnic and Racial Differences in Commuting Behavior of Men and Women".

**Research Associate:** New York State African American Research Institute. 1994. \$2,000.

Project Title: "Racial Disparities in Commuting and Accessibility to Employment: Implications for Black Women"

Faculty Research Program Grant, SUNY Cortland, 2003. \$2,600.

Project Title: "Race and Commutes: An Analysis of Buffalo Workers in 2000"

Faculty Research Program Grant, SUNY Cortland, 1991. \$1,500.

Project Title: "Commuting and Interracial Income Disparities Among Women"

(summer research grant for junior faculty, 1992 summer)

### **Awards and Fellowships:**

- Outstanding Research Award, 2005; Phi Kappa Phi, Inducted 2005
- Dissertation Proposal Award : Geographic Perspectives on Women Specialty Group, Assn of American Geographers ,1987
- Mary E. and Irene Piper Award in Urban Devt. Studies, Grad Sch. of Geography, Clark Univ. 1984-85. \$5,500.

### **PUBLICATIONS/SUBMISSIONS:**

- “Geography, Gender and Development in Sub-Saharan Africa”, Chap. 12 In Geography of Sub-Saharan Africa. Edited by Samuel Aryettey Attoh. Prentice Hall (forthcoming 2009, 3<sup>rd</sup> edition)
- “Women’s Work Trips and Multifaceted Oppression”, book chapter In Dancing With Iris. Edited by Ann Ferguson and Mechthild Nagel. Oxford University Press (forthcoming 2009)
- Book Review of "Working With Gender: Wage Labor and Social Change in Southwestern Nigeria." by Lisa A. Lindsay. Wagadu, (2008)
- Book Review of "Taking Sides: Clashing Views on Controversial African Issues." by William Moseley. Journal of Geography, (2008)
- “Countering Ethnocentrism in Teaching the Human Geography of Africa; (submitted, 2008) Chapter in proposed book of the Congressional Quarterly Press--African Studies & Research Forum (under review)
- “Environmental Pollution, Race and Place: Research and Policy Implications”, In Proceedings of the Third National Conference on Environmental Science and Technology (forthcoming, 2009).
- Book Review of "Demonic Grounds: Black Women and the Cartographies of Struggle." by Patricia McKittrick. Geographical Review, Vol. 97 (3): pp. 436-438 (2007).
  1. “Race, Location and Access to Employment in Buffalo, NY (with S Sultana) Chapter In Race Ethnicity and Place in a Changing America (2006) by J. Frazier and E. Tettey-Fio. Global Academic Publishing. pp 119-130.
  2. “Creating a Niche for Advanced Placement Human Geography in the United States”, Proceedings of the International Geographical Congress. co-authored with Don Ziegler. (2004)
  3. “Getting to Work in Spite of the Odds”, Afro-Americans in New York Life and History. (2004) Vol. 28(1):73-98
  4. “Ethnicity, Immigration, and the Gender Division of Labor in Miami”, The Florida Geographer. (2003) Vol. 34:6-21
  5. “Commuting and Locational Access to Employment in Urban America: Ethnic and Racial Disparities in Three Cities”, Chapter In Race and Place: Equity Issues in Urban America (2003) by J. Frazier, F. Margai and E. Tettey-Fio. Westview Press pp 229-251.

6. "Geography, Gender and Development in Sub-Saharan Africa", In Geography of Sub-Saharan Africa, (second edition) by Aryeetey-Attoh, Samuel. Upper Saddle River, NJ: Prentice Hall. pp. 298-322 (2003)
7. Diversity, Multiculturalism and Social Justice by Seth N. Asumah and Ibipo Johnston-Anumonwo. Global Publications, Binghamton University. (August 2002)
8. Book Review of "Putting Women in Place: Feminist Geographers Make Sense of the World." by Mona Domosh and Joni Seager. Women's Studies International Forum, 2002
9. The Africana Human Condition and Global Dimensions. Edited by S. N. Asumah, I. Johnston-Anumonwo and J.K. Marah Global Publications, Binghamton University. (April 2002)
10. "African Women in the Informal Sector and Responses to Debt Crisis" with Donna L. Doane In Issues in Africa and the African Diaspora in the 21<sup>st</sup> Century. Edited by Asumah &. Johnston-Anumonwo Global Publications, Binghamton University. (April 2001)
11. "Persistent Racial Differences in the Commutes of Kansas City Workers" The Journal of Black Studies, Vol. 31, No. 5, pp. 651-670 (2001)
12. "Commuting Constraints of African American Women: Evidence from Detroit" The Great Lakes Geographer, Vol. 7, No. 2, pp. 66-75. (2000)
13. "Gender, Race, and Constrained Work Trips in Buffalo, NY, 1990" The Professional Geographer, Vol. 49, No. 3, pp. 306-317. (1997)
14. "Location, Race and Labor Force Participation: Implications for Women of Color", In Women's Travel Issues U.S. Department of Transportation, Federal Highway Administration, Office of Highway Information Management, HPM-40 (Publication No. FHWA-PL-97-024) pp. 337-354 (1996)
15. "Geography and Gender in Sub-Saharan Africa", In Geography of Sub-Saharan Africa, edited by Aryeetey-Attoh, Samuel. Upper Saddle River, NJ: Prentice Hall. pp. 262-285 (1997)
16. "Racial Differences in the Commuting Behavior of Women in Buffalo, 1980-1990" Urban Geography, Vol. 16, No. 1, pp. 23-45 (1995)
17. "Locational Access to Employment: Comparing the Work Trips of African Americans and European Americans." Twenty First Century Afro Review, Vol. 1, No. 3, pp. 117-144. (1995)
18. Issues in Multiculturalism: Cross National Perspectives co-authored with Seth N. Asumah. Lido Beach, NY: Whittier Publications Inc. (1995); (Second edition, 1999).
19. "Gender, Race and the Spatial Context of Women's Employment", with Sara McLafferty and Valerie Preston In Gender in Urban Research edited by Judith A. Garber and Robyne S. Turner. Urban Affairs Annual Review, Vol. 42, Thousand Oaks, CA: Sage Publications, pp. 236-255. (1995)

## Curriculum Vitae

Eric Kaldor

Assistant Professor, Department of Sociology, SUNY Brockport

Office: Department of Sociology  
SUNY Brockport  
350 New Campus Dr.  
Brockport, NY 14420-2914  
tel: (585) 395-5664  
fax: (585) 395-5085  
ekaldor@brockport.edu

### Education

Ph.D. Rutgers University, Department of Sociology (2005)  
M.A. University of California, Irvine, Program in Social Relations (1996)  
B.A. Cornell University, Department of Anthropology, magna cum laude (1993)

### Positions Held

2005 - present Assistant Professor, , SUNY Brockport, Department of Sociology  
2003 - 2004 Dean's Appointment, Temple University, Department of Sociology

### Awards and Honors

2006 Anne Foner Dissertation Prize, Rutgers University, Department of Sociology  
2002-2003 American Council of Learned Scholars Eastern Europe Dissertation Fellowship (\$15,000)  
2002 Summer Research Grant, Graduate School, Rutgers University (\$3,000)  
2001-2002 Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship for 9 months field research in Hungary (\$19,888)  
2001 Travel Research Grant, Rutgers University Graduate School (\$500)  
2000 ACTR/ACCELS Combined Research and Language Training Grant (\$5500)  
1999 ACTR/ACCELS Combined Research and Language Training Grant (\$6500)  
1995 UC Irvine Social Relations Summer Research Grant (\$2000)

## **Works in Progress**

“Beyond Discretion: A Typology of Autonomy in Multinational Subsidiaries”

“Are there Liabilities of Foreignness in Emerging Markets? Evidence from Commercial Banking in Postcommunist Hungary”

“What is local knowledge? Rethinking Cultural Difference in a Global Economy”

## **Dissertation**

*Advancing Corporate Capitalism in Hungary*, October 2005, Department of Sociology, Rutgers University.

### Abstract

Multinational enterprises (MNEs) have become significant economic actors in postcommunist Hungary's emerging markets. Yet, relatively large influxes of foreign direct investment (FDI) have also created special conditions that affect the organizational dynamics of MNEs. In this project, I examine Hungary's telecommunications and financial sectors as sites of dense FDI, where MNEs compete not only with domestic firms but also against one another. My research identifies the distinct roles played by local and expatriate managers, the sources of organizational power and conflict, the influence of market formation on organizational power, and the importance of cultural innovation in emerging markets. The Hungarian case demonstrates the importance and varieties of managerial autonomy in multinational subsidiaries. Under conditions of dense foreign direct investment, managerial autonomy has important consequences not only for foreign owners' profits, but also for public interests such as employment, continued investment, local managerial and entrepreneurial capacity, and commitment to the economy.

## **Courses Taught**

Introduction to Sociology

Sociology of Work

Modern Organizations

Sociological Theory

Sociology of Money

Development and Globalization

Race and Ethnicity

Comparative Development of Societies

Mass Media in the United States

## **Languages**

English (mother tongue); Hungarian (advanced); French (intermediate); German (elementary)

Jena Nicols Curtis  
[curtisj@cortland.edu](mailto:curtisj@cortland.edu)

## **EDUCATION:**

---

**Teachers College Columbia University**, New York, New York  
Ed. D. in Health Education May, 2005  
*Dissertation Title: "Reflective Thinking in Online AIDS Education"*

**Teachers College Columbia University**, New York, New York  
M.A. in Health Education May, 2002  
*Masters Thesis: "AIDS Education Online"*

**University at Albany**, Albany, New York  
B.A. in Psychology, Summa Cum Laude, May, 2000

## **ACADEMIC APPOINTMENTS:**

**State University of New York College at Cortland**, Cortland, New York  
*Assistant Professor of Health, 2005 to Present*

## **AWARDS:**

Diane & Abraham Sunshine Scholar, Teachers College Columbia University, 2002-2003  
Clark Foundation Scholar, Clark Foundation, 1998-2000

## **EMPLOYMENT BACKGROUND:**

**Teachers College Columbia University**, New York, NY  
*Instructor, 2002-2005*  
Developed and instructed the online version of "AIDS Education and Epidemiology" course.  
Created and instructed the online course "International AIDS Education."

**Distance Learning Project, Teachers College Columbia University**, New York, NY  
*Budget Manager/Coordinator, 2001-2005*  
Managed \$800k budget and worked as a member of the DLP team to provide student and faculty support for online learning and course production.

**Go Ask Alice! Columbia University**, New York, NY  
*Writer, 2000-2003*  
Worked as part of the GAA! team to answer health questions received by the health question and answer Internet service produced by [Alice!](#), [Columbia University's Health Education Program](#).

## **PUBLICATIONS:**

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**Curtis, J.N.** (2008). Keeping away from those boys: Talking to women about HIV/AIDS prevention. In M.Wiley (Ed.), *Women, Wellness and the Media*. Newcastle: Cambridge Scholars Press.

**Curtis, J.N.** (2008). HIV/AIDS Adherence: Teaching about Treatment and Stigma. *The American Journal of Sexuality Education*, 3(1).

**Curtis, J.N. & Coffey, K.E.** (2007). The Cheat-O-Meter: Talking about what it means to “Be faithful.” *The American Journal of Sexuality Education*, 4(2); 89-98.

**Curtis, J.N.** (2006). Using online discussion forums to promote critical reflection among pre and in-service HIV/AIDS educators and service providers. *International Electronic Journal of Health Education*, 9:166-179. Available online at:  
[http://www.aahperd.org/iejhe/2006/OnlineForum\\_HIV\\_AIDS.pdf](http://www.aahperd.org/iejhe/2006/OnlineForum_HIV_AIDS.pdf)

### **PRESENTATIONS:**

Curtis, J.N. (2008). Creating HIV/AIDS Education Programs for Differentiated School Audiences. The Association of International Schools of India (TAISI) annual Teachers’ & Middle Management Conference in Bangalore India, April

Curtis, J.N. (2007). SNAP: The Sexual Network Awareness Project. Presented at the CDC/DHPE National Conference on Health Education and Health Promotion and the SOPPHE Midyear Conference.

Curtis, J.N. (2006). “AIDS in America: Trends and Themes After Twenty-Five Years.” Presented 4/29/06 at Cross-Cultural Perspectives on HIV/AIDS: An Education Forum of the Central New York Branch of University Women at SUNY Cortland.

The Politics and Practices of AIDS Education. Presented as part of the Casual Conversation Series at Teachers College Columbia University, New York City, December, 2004.

Curtis, J.N. & Fullilove, R.E. (2003). AIDS education online: Creating scalable provider training. Paper presented at the American Public Health Association annual conference, November, 2003 San Francisco, California.

Curtis, J.N. (2003). Adventures in AIDS education online: Creating online AIDS education programs. Paper presented at the American Association of Sexuality Educators, Counselors and Therapists annual conference, June, 2003 Las Vegas, Nevada.

Living With AIDS. Presented at the Great Issues lecture series, St. Louis University, St. Louis, Missouri in April, 2002.



## Index 5: Curriculum Vitas of the Faculty Advisory Board

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SHARON R. STEADMAN

SUNY Cortland  
Dept. of Soc./Anthropology  
P. O. Box 2000  
Cortland, NY 13045  
(607) 753-2308; E-mail: steadmans@cortland.edu

**EDUCATION:**

Ph.D. (1994), Ancient History & Mediterranean Archaeology. Interdisciplinary program (Dept. of Near Eastern Studies and Dept. of Anthropology), *University of California, Berkeley*

M.A. (1989), Ancient History and Mediterranean Archaeology, *University of California, Berkeley*

B.A. (1983) Classical Archaeology (Late Bronze emphasis), *University of California, Berkeley*

B.A./B.A. (1983) in Classical Archaeology (Late Bronze emphasis), and Comparative Literature, Minors in Religious Studies and Linguistics, *University of California, Santa Barbara*

**CURRENT PROFESSIONAL POSITIONS:**

Associate Professor, SUNY Cortland, Dept. of Sociology/Anthropology, Fall 2006 to present

Assistant Professor, SUNY Cortland, Dept. of Sociology/Anthropology, Fall 1998 to 2006

Asst. Director, Alişar Regional Project 1998-present; Dir. Field Operations, 2001-Present

Coordinator, International Studies Program, SUNY Cortland, Fall 1999-present

Editorial Asst., *Bulletin of the American Schools of Oriental Research*, 1997-present

**SELECTED PUBLICATIONS: ARTICLES AND CONTRIBUTIONS TO BOOKS**

*Handbook of Anatolian Studies (8,000-323 BCE)*, edited volume (with Gregory McMahon) in preparation for publication at Oxford University Press, forthcoming September 2010.

*Agency and Identity in the Ancient Near East*, edited volume (with Jennifer Ross) in preparation for publication at Equinox Publishers, forthcoming September 2010.

*The Archaeology of Religion: Cultures and their Beliefs in Worldwide Context*. Book manuscript accepted for publication at Left Coast Press (Walnut Creek, CA). Forthcoming April, 2009.

“Excavations on the North-Central Plateau: The Chalcolithic and Early Bronze Age Occupation at Çadır Höyük.” *Anatolian Studies* 58: 47-86. (with J. C. Ross, G. McMahon and R. L. Gorny)

“The Chalcolithic at Çadır Höyük in Central Anatolia.” *Journal of Field Archaeology* 32.4 (2007): 385-406. (with G. McMahon and J. C. Ross).

“Heading Home: The Architecture of Family and Society in Early Sedentary Communities on the Anatolian Plateau,” *Journal of Anthropological Research* 60 (Winter 2004): 515-58.

“The 2000 and 2001 Seasons at Çadır Höyük in Central Turkey: A Preliminary Report” *Anatolica* 28 (2002): 109-36 (with R. L. Gorny, G. McMahon, S. Paley, and B. Verhaaren).

“The 1999 Season at Çadır Höyük.” *Anatolica* 26 (2000): 153-71. (with R. Gorny, G. McMahon, S. Paley).

“Spatial Patterning and Social Complexity on Prehistoric Near Eastern ‘tell’ sites: Models for Mounds.” *Journal of Anthropological Archaeology* 19 (2000): 164-99.

“Isolation or Interaction: Prehistoric Cilicia and the Fourth Millennium Uruk Expansion.” *Journal of Mediterranean Archaeology* 9.2 (1996): 131-65.

- “Recent Research in the Archaeology of Architecture: Beyond the Foundations.” *Journal of Archaeological Research* 4.1 (1996): 51-93.
- “Prehistoric Interregional Interaction in Anatolia and the Balkans: An Overview.” *Bulletin of American Schools of Oriental Research* 299/300 (1995): 13-32.
- “Prehistoric Sites in the Cilician Plain: Analysis of the Prehistoric Pottery from the 1991 Bilkent University Survey.” *Anatolian Studies* XLIV (1994): 85-103.

#### **SELECTED TEACHING EXPERIENCE:**

- “The Making of the International System,” International Studies 200.
- “Power in the Modern World,” (Senior Seminar Topic), International Studies 400.
- “Introduction to Cultural Anthropology,” Anthropology 102.
- “The Anthropology of Gender,” Anthropology 234.
- “The Making of the Modern World,” International Studies 200.
- “Contact and Culture Change,” Anthropology 406.
- “The Archaeology of Religion,” Anthropology 326
- “Introduction to Museum Studies,” Anthropology 450.
- “The Anthropology of Space & Place,” Anthropology 429.

#### **SELECTED FIELD EXPERIENCE:**

- Çadır Höyük, Turkey, 1998-Present*; Director of Field Operations; Assistant Dir. Alişar Regional Project Alishar Regional Project Director: Ron Gorny, University of Chicago
- Shamkir Valley Survey and Excavations, Azerbaijan, 2002*, Co-Director (with T. Matney, Univ. of Akron)
- Hacinebi, Turkey, 1997*; Area Supervisor; Director: Gil Stein, Northwestern University
- Alişar Höyük Regional Project, Turkey, 1993-1994*; Field Supervisor; Dir.: Ron Gorny, Univ. of Chicago
- Horom, Armenia, 1992*; Area Supervisor; Director: Phil L. Kohl, Wellesley College
- Akrotiri-Aetokremnos, Cyprus, 1990*; Area Supervisor; Director: Alan Simmons, Univ. of Nevada
- Gordion, Turkey, 1989*; Area Supervisor; Dirs: Mary Voigt, Wm. & Mary College, Ken Sams, Univ. of North Carolina
- Tell el-Hammah, Israel, 1988*; Area Supervisor, Dir.: Gary Lipton & David Tarlor, Hebrew University
- Ain Ghazal, Amman, 1988*; Area Supervisor; Director: Gary Rollefson, San Diego State University.
- Tell es Sa'idiyeh, Jordan, 1987*; Area Supervisor; Director: Dr. Jonathon Tubb, British Museum

#### **SELECTED FELLOWSHIPS AND GRANTS**

- Loeb Foundation Grant for Field Research, 2008*
- Dumbarton Oaks Research Grant, 2005, 2006, 2008*
- National Science Foundation Grant, 2000-2001*
- SUNY Cortland Summer Research Grant, 2000*
- Foundation for the Exploration and Research of Cultural Origins Grant, 1999*
- Faculty Research Project Grant, 1998, SUNY Cortland*

## CURRICULUM VITA - HENRY J. STECK

**Distinguished Service Professor – Professor of Political Science**  
**Department of Political Science – SUNY Cortland – Cortland, New York 13045**  
**Ph: 607-753-4807. FAX: 607-753-5760 – E-Mail: henry.steck@cortland.edu**

### **Positions Currently or Recently Held**

Director, Project for Eastern and Central Europe, SUNY Cortland  
Board of Directors, Alliance of Universities for Democracy. 1999-present  
Member, International Studies Program Faculty, SUNY Cortland  
Project Coordinator, Azerbaijan University of Languages - SUNY Cortland Dual Diploma in TESOL  
Member, American Council on Education Internationalization Laboratory (SUNY Cortland)  
Director, Project for Eastern and Central Europe, SUNY Cortland  
Chair, Management Board – Institute for European Union Studies in SUNY

### **Previous Positions & Relevant Activities**

Interim Director, James M. Clark Center for International Education, SUNY Cortland (2001/08)  
Project Director, US Department of State Grant for development of Political Science curriculum for the University of Niš (Niš, Serbia) 2002-2005  
Project Director, American Councils on International Education  
Coordinator, International Studies Program (SUNY Cortland) 1989 - 1999  
External Evaluator – for SUNY comprehensive colleges (Plattsburgh, Oswego, Buffalo State, New Paltz)

**Research Interests:** Globalization and Higher Education; International Higher Education; Higher Education.

### **Background and Professional Appointments**

#### Education

1. Kenyon College, B.A., 1957
2. Cornell University, Ph.D., 1967
3. Post-Doctoral Study. SSRC Fellow. Yale University, 1968-1969.

### **State University of New York, College at Cortland**

Member of SUNY Cortland faculty since 1963.  
Distinguished Service Professor, 1993. Professor of Political Science, 1975.

### **Other Appointments**

1. Visiting Fellow, Western Societies Program, Cornell University, 1989-1990
2. Visiting Professor of Political Science, University of British Columbia, 1973-197
3. Social Science Research Council, Post-Doctoral Fellowship. Yale University, 1968-1969

### **Experience with Universities & Scholars Abroad**

**Overview:** Over the last thirteen years and as director of the Clark Center for International Education I have traveled extensively. My experience focuses on developing institutional partnerships. As Interim Director of the Clark Center, I helped developed several programs as part of our partnership with Capital Normal University (China) and Azerbaijan University of Languages (Azerbaijan).

### **Selected Reports**

1. *Strategic Plan for Internationalization at SUNY Cortland* (2007) (357pp)
2. *Widening the Circle*. Report on International Education at SUNY Cortland, 1988

### **Selected Publications, Scholarly Activity, Grants**

#### **Publications: Books**

Co-author, *Our Ecological Crisis: Its Biological, Economic and Political Dimensions* (Macmillan, 1974)

#### **Selected Publications: Selections in Books**

1. "SUNY in the 1990s: Politics, Budgets & the Democracy of Excellence" in *Governing New York State*, 5th ed. J. Stonecash, ed. SUNY Press, 2006
2. Co-author "Take Back the University" with Michael Zwieg in Geoffrey White (ed.), *Campus, Inc.* (Prometheus Books, 2000)
3. "Contested Paradigms of Higher Education Policy" in *The University in a Liberal State*. Avebury Press (London, 1996)

### **Selected Professional Meetings and Papers - Related to Higher Education and International Education**

1. International Conference: "Thinking Globally – Acting Globally: Higher Education the World Knowledge Economy. Conference on: "Problems of Internationalization of University Education: View from Russia and the EU" Kaliningrad/Svetlogorsk, 5-6 June, 2006
2. International Conference: "The University and the Emerging Global Knowledge Economy" Annual Conference of the Alliance of Universities for Democracy, Katowice, Poland, 5-8 November 2006.

### **Selected College and Universities Responsibilities at SUNY Cortland**

**Overview:** I have been Chair (1970-1971) and Acting Chair, Department of Political Science, for several terms. I have served on numerous committees, especially those dealing with long-range strategic planning and with international education, e.g., Long Range and Strategic Planning. I have also served on a wide variety of search committees (e.g., President of the College, Dean of the School of Arts & Sciences, Vice-President for Institutional Advancement, Dean of the School of Education, among others.) I have received several awards (e.g., student award as Faculty Member of the Year, 1994-1995, Award on Research and External Funding, 2003). I have served on several committees (Governance, Research) of the Faculty Senate of the State University of New York.

Ted Fay, Ph.D.  
fayt@cortland.edu

## HIGHER EDUCATION

- 1991 – 1999 **UNIVERSITY OF MASSACHUSETTS AMHERST** Amherst, MA  
Department of Sport Management (Isenberg School of Management)  
Degree: **Ph.D.** in Sport Management – September, 1999
- 1974 – 1976 **UNIVERSITY OF OREGON** Eugene, OR  
Department of Planning, Public Policy & Management  
Degree: **M.P.A.** in Public Affairs – May, 1976
- 1969 – 1971 **ST. LAWRENCE UNIVERSITY** Canton, NY  
Degree: **B.A.** in Government – May, 1971
- 1967 – 1968 **WITTENBERG UNIVERSITY** Springfield, OH  
Transferred to St. Lawrence for spring semester – 1969

## PROFESSIONAL EXPERIENCE – HIGHER EDUCATION – SUNY CORTLAND

November 2006 – present **STATE UNIVERSITY OF NEW YORK AT CORTLAND** Cortland, NY  
*Position: Tenured, Professor and Chair, Department of Sport Management*

Responsibilities include overall supervision of the department including curriculum, program development, budget and personnel. The Chair also represents the department in school-wide and college-wide forums and standing committees. The Department of Sport Management includes 12 full-time faculty, 6 part time faculty, a departmental secretary, 400 undergraduate majors, 25 undergraduate minors, 8 – 10 international students on semester exchange and 100 graduate students. Duties and responsibilities also include leadership in the on-going design, development and implementation of one of the nation's most comprehensive undergraduate programs, plus four related graduate programs.

Nov. 2006 – August 2008 **ADDITIONAL DUTIES: INTERNATIONAL COORDINATOR**

Responsibilities as the Department's international coordinator both at the undergraduate and graduate levels include: a) representing the department in school-wide and college-wide committees related to international education, b) overseeing undergraduate study abroad including student exchanges, internships and study tours, and c) leading the development of two distinct new international master degree programs that include a unique dual degree program with partnership institutions at London Metropolitan University and the German Sport University of Cologne.

July 2005 – **STATE UNIVERSITY OF NEW YORK AT CORTLAND** Cortland, NY  
November 2006 *Position: Tenured, Associate Professor, International Coordinator*  
**Department of Sport Management**

August, 2002 – **STATE UNIVERSITY OF NEW YORK AT CORTLAND** Cortland, NY  
June, 2005 *Position: Tenured, Associate Professor, Program Coordinator – Sport*  
*Management* **Department of Exercise Science & Sport Studies**

August, 2000 – **STATE UNIVERSITY OF NEW YORK AT CORTLAND** Cortland, NY  
June, 2002 *Position: Assistant Professor, Program Coordinator – Sport Management*  
**Department of Exercise Science & Sport Studies**

August, 1999 – **STATE UNIVERSITY OF NEW YORK AT CORTLAND** Cortland, NY  
June, 2000 *Position: Assistant Professor, Program Coordinator – Sport Management*  
**Department of Physical Education**

Responsibilities between 1999 – 2005 included the oversight, development and management of the undergraduate program in sport management that started with 55 majors in Fall 1999 and grew to 380 student majors, 25 student minors and 8 foreign students by Fall of 2005. Responsibilities during this period focused on recruiting, building and providing the oversight and assistance to the professional development of four full-time SPM faculty, plus the involvement of 2 – 4 adjunct faculty each academic year. Other responsibilities included serving as the ad hoc coordinator of study abroad, internships and student exchanges and beginning the development of two new masters programs including a unique partnership with London Metropolitan University and the German Sport University of Cologne.

#### ***TEACHING AND ADVISING RESPONSIBILITIES: 1999 - 2009***

##### ***Undergraduate Teaching Responsibilities Include:***

SPM 227 – Stadium and Arena Management, SPM 440 – International Sport Enterprise,  
SPM 349 – Sport Management Practicum, SPM 450 – Disability and Sport,  
SPM 466 – Policy & Strategic Mgmt. in Sport, SPM 499 – Independent Study in Sport Mgmt.

##### ***Graduate Teaching Responsibilities Include:***

SPM 680 – Policy & Strategic Mgmt. in Sport, SPM 540 – International Sport Enterprise,  
SPM 682 – Independent Study, SPM 686 – Master’s Thesis

##### ***Previous Teaching Responsibilities Have Included:***

SPM 275 – Foundations of Sport Management, SPM 360 – Sport Marketing, SPM 330 – Sport  
Media Management, SPM 335 – Information Technology in Sport, SPM 355 – Sport Event  
Management, SPM 460 – Applied Sport Sales & Marketing, SPM 349 – Sport Management  
Practicum, SPM 470 – Internship in Sport Management

## CURRICULUM VITAE 2008

Janet M. Duncan, Ph.D.  
Associate Professor, Foundations and Social Advocacy Department  
School of Education, SUNY Cortland  
Ph: 607-753-2447 [duncanj@cortland.edu](mailto:duncanj@cortland.edu)

Initial Date of Appointment: August 2001  
Promotion to Associate Professor: August 2003  
Elected Department Chair: June 2003-06  
Continuing Appointment Awarded: August 2004  
Appointed Director of Institute for Disability Studies: August 2006

### Education

- 1994 Doctor of Philosophy, Special Education and Rehabilitation.  
Syracuse University, Syracuse, NY.
- 1986 Bachelor of Education, Elementary & Special Education  
Acadia University, Wolfville, Nova Scotia, Canada
- 1982 Bachelor of Science, Psychology  
Acadia University, Wolfville, N.S., Canada

### Academic Positions

- 2007-fall Chair, Foundations and Social Advocacy Department,  
School of Education, SUNY Cortland.
  - 2005-Present Director, Institute for Disability Studies  
Associate Professor, Foundations & Social Advocacy Dept.
  - 2002-06 Dept. Chair, Foundations & Social Advocacy Dept., SUNY Cortland
  - 2001-02 Assistant Professor. Education Department, SUNY Cortland.
  - 1995-2001 Assistant Professor (Tenured). Education Department, Le Moyne College,  
Syracuse, NY.
  - 1999-2000 Assistant Chair of Education Department, Le Moyne College.
  - 1995-96 Adjunct Assistant Professor, Teaching and Leadership, Syracuse University,  
Syracuse, NY.
  - 1993-94 Full-time Lecturer. Psychology Department, SUNY Cortland.
- Summers '08,'07,'03,'97,'93,'92,'91. Visiting Lecturer. Education Department, Acadia University, Wolfville, N.S., Canada.

### Select Research Projects

- 2007-present Lead Investigator with Dr. Kateryna Kolchenko, Open University of Human Development, Ukraine and SUNY Cortland Research Collaborative. Initiative involving 10 faculty from Cortland and Kiev, collaborating on research for Inclusion of students with disabilities on campus. (seeking funding)

### Department Chair Responsibilities and Accomplishments



- 2002-2006 Founding Dept. Chair, Foundations and Social Advocacy (elected)
- Hired and supervised 15 adjuncts
  - Developed strategic plan for dept. with faculty
  - Wrote curriculum with faculty for new ISE program
  - Established new Inclusive Special Education program in 2005

**University Teaching Experience (Courses Taught and/or Developed)**

*SUNY CORTLAND*

SPE 270 Introduction to Special Education  
 EDU 656 Applications of Child Development  
 PSY 331 Psychology of Exceptionality  
 PSY 431 Psychology of Mental Retardation  
 PSY 432 Psychology of Learning Disabilities  
 PSY 433 Psychology of Behavior Disorders  
 SPE 338 Classroom Management  
 SPE 436 Assessment and Teaching  
 SPE 476 Practicum Experience  
 SPE 490 Student Teaching  
 SPE 491 Seminar for Student Teaching  
 SPE 510 Teaching the Special Learner  
 SPE 529 Topics: International Inclusive Education  
 SPE 620 Classroom Management & Social Skills  
 SPE 630 Understanding Families in Community  
 SPE 650 Autism Spectrum Disorders  
 SPE 652 Master's Projects  
 SPE 683 Special Education Administration & Law  
 SPE 690 Special Education Internship  
 COR 101 First Year Seminar ISE majors

*Le MOYNE COLLEGE*

EDU 100 Foundations of Education  
 SPE 150 Introduction to Special Education  
 SPE 270 Perspectives on Disability  
 SPE 312 Assessment & Decision-making  
 SPE 355 Special Education Law & Procedures  
 SPE 400 Educational Strategies for Students  
 SPE 411 Pre-service Instructional Planning  
 SPE 460 Pre-service Seminar in Teaching  
 EDU 680 Research Methods  
 SPE 502 Introduction to Special Education  
 SPE 504 Critical Issues in Special Education  
 SPE 540 Assessment of Students Disabilities  
 SPE 550 Collaborative Consultation  
 SPE 611 Pre-service Instructional Planning  
 SPE 612 Learning Disabilities  
 SPE 650 Educational Strategies

## STEPHEN BURWOOD

### Work:

State University of New York  
College at Geneseo  
1, College Circle  
Geneseo, NY 14454  
(585) 245-5546

---

### **Education:**

Ph.D in US History. Binghamton University, State University of New York. 1990  
MA in US History. Binghamton University, State University of New York. 1980  
PGCE (Postgraduate Certificate in Education). University of Sussex, England. (Teaching license & certification) 1976  
BA (Hons) European History. University of Warwick, England. 1975

### **Academic & Administrative Appointments & Experience:**

August 2008 – Present. **Director of the James M. Clark Center for International Education, State University of New York at Cortland.**

June 2005- July 2008. **Assistant Provost for International Affairs, State University of New York at Geneseo.**

2001 - 2005. **Associate Dean of the College, Director of Study Abroad Programs, & Director of Graduate Studies, State University of New York College at Geneseo.**

2000-2001. **Chair, Department of Social Sciences, Southwestern Oklahoma State University.**

1999-2000. **Visiting Assistant Professor of History, State University of New York, Geneseo.**  
Taught primarily US History, 1877-1945 but both parts of the US survey, Work & Workers in America, 1880-1960, and Issues in US Social History 1800-1960.  
Served on Departmental Committees for Seminars & Technology.

1993-1999. **Senior Lecturer in American History & American Studies, Staffordshire University Stoke-on-Trent, England**

1993-1998. **Chair of American Studies**

1992-1993. **Chair of History & Political Science Departments, Wells College**

1990-1993. **Co-Director of American Studies, Wells College**

1990-1993. **Assistant Professor of History & American Studies, Wells College, Aurora, New York**

1988-1990. **Instructor of History, Alfred University, Alfred, New York.**

Two one-year sabbatical replacements. US History followed by European history. Supervision of masters-level readings and research in History and the teaching of undergraduate courses.

1986. **Instructor of History, Broome County Community College, Binghamton, New York.**

### **Publications:**

#### **Books:**

*American Labour, France, and the Politics of Intervention, 1945-1952: Workers and the Cold War*. Lampeter & Lewiston: The Edwin Mellen Press, 1999

*The Great Depression and New Deal: The New Deal*. Volume 1.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: Labor*. Volume 2.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: The American Economy During the Great Depression*.  
Volume 3.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: Agriculture During the Great Depression*. Volume 4.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: American Foreign Policy During the 1930s*. Volume 5.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: Women and Minorities During the Great Depression*.  
Volume 6. Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*The Great Depression and New Deal: The Law and the New Deal*. Volume 7.  
Co-edited with Melvyn Dubofsky. New York: Garland, 1990

*We The People*. Co-authored with Paul Finkelman. Binghamton: Press & Sun-Bulletin, 1987.

**Curriculum Vitae of  
WANDA ELLEN WAKEFIELD**

Department of History  
SUNY College at Brockport  
Brockport, NY 14420  
(585) 395-5696 (w)

---

**EDUCATION:**

Ph.D., History, SUNY University at Buffalo, 1995

M.A., SUNY University at Buffalo, 1992

M.A., SUNY College at Brockport, 1990

J.D., University of Illinois at Urbana-Champaign, 1978

B.A., Grinnell College, 1975

**SELECTED PUBLICATIONS:**

Review of *Homefront: A Military City and the American Twentieth Century*, by Catherine Lutz. *American Historical Review* (December 2002): 1239-1241.

Review of *Divided Houses: Gender and the Civil War*, by Catherine Clinton and Nina Silber, eds., *Southern Historian*.

Articles for a number of Lawyer's Co-operative Publishing Company publications, including *AmJur2d (Rev)*, *ALR4th*, *New York Jur*, *Ohio Jur*, and *Florida Jur*, 1980-1984.

**SELECTED LECTURES AND PAPERS PRESENTED:**

"Censorship: The Great Debate," Wanda Ellen Wakefield and Mark Chadsey, Delta College, November, 2001.

Comment, panel on "Women Writing about Women," at "Women and Power" Women's Studies Conference, Middle Tennessee State University, February 22, 1997.

"Breaking the Color Bar: Military Sports at Southern Bases During the Second World War," Conference on The Olympics and Sport in the South, North Carolina State Museum, Raleigh, June 10, 1996.

"Social Gospel Influence on New Deal Policy Makers," at "The Thirties: History, Literature, Culture," Youngstown State University, Youngstown, May 2, 1992.

**POSITIONS HELD:**

2004-present, SUNY College at Brockport, Associate Professor of History and Delta College

1998-2003, SUNY College at Brockport, Assistant Professor of History and Delta College.

1995-1998, Middle Tennessee State University, Assistant Professor of History (three-year appointment).

1992-1995, SUNY College at Brockport, Adjunct Lecturer.

1993-1994, SUNY University at Buffalo, Teaching Assistant for World History.

1993, Millard Fillmore College, SUNY University at Buffalo, Adjunct Lecturer.

### **Non-Teaching Academic Appointments**

Associate Editor, *International Journal of the History of Sport*, 2006-2008

Associate Editor, *Southern Historian*, 1992-1995.

Editor, *PastTense*, the newsletter for the County Historians Association for New York State, 1991-1992.

Graduate Assistant, Monroe County, New York, Historian's Office, 1990-1992.

### **TEACHING AND RESEARCH FIELDS:**

Modern American History/History of the Cold War

American Social History

History of World Sport

History of Masculinity

Military History

World of the First Olympians

### **AWARDS AND FELLOWSHIPS:**

Gerald R. Ford Research Foundation Grant, 2003;

Milton Plesur Fellowship, SUNY University at Buffalo, 1990-1993;

Mark Diamond Research Grant, April-June, 1993;

Phi Alpha Theta, Spring, 1990.

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September 1984 - August, 1986 Assistant Dean, School of Letters and Sciences

September 1984 - August, 1988 Director, Master of Arts in Liberal  
September, 1990 - August, 1993 Studies Program

September 1986 - August, 1988 Associate Dean, School of Letters and  
September, 1990 - August, 1992 Sciences

August 1992 - July 1993 Interim Dean, School of Letters and Sciences

September 1994 - present Director, Canadian Studies Program

September, 1998 - August, 2001 Chair, Department of Political Science and International Studies

Government Experience

July, 1994 - June, 1999 Trustee, Brockport Central School District Board of Education

September, 1995 - August, 1996 Chair, Governmental Relations Committee Monroe County School Boards Association

Honors

Yale University Dean's List

Recipient, State University of New York Chancellor's Award for Excellence in Teaching, 1975

Recipient, State University of New York Research Foundation Grant, Summer, 1975

Participant, United States Department of State Scholar-Diplomat Program, October, 1975

Recipient, Government of Canada Faculty Enrichment Grant, Summer

Barbara E. LeSavoy, PhD

## Abbreviated CV

*SUNY College at Brockport*  
*119 Smith Hall*  
*Brockport, New York 14420*  
*(585) 395-5799*  
*blesavoy@brockport.edu*

### PROFESSIONAL PROFILE

- \* **Women and Gender Studies Director; Assistant Professor.**
- \* **Academic Administrator; Higher Education Professional**

### EDUCATION

UNIVERSITY OF BUFFALO, Educational Leadership and Policy  
**PhD, Social Foundations of Higher Education, May 2004**

BOSTON UNIVERSITY, School of Education  
**EdM, Adult and Continuing Education, May 1986**

ANGLO SCHOOL, London, England  
**Royal Society of Arts, English as a Second Language 1982**

RHODE ISLAND COLLEGE  
**BS, Elementary Education/Early Childhood, May 1981**  
Teaching Concentration: English/Language Arts

### TEACHING/ RESEARCH

**SUNY College at Brockport, Brockport, NY**  
**Director, Assistant Professor:** Women and Gender Studies Program, Summer 2007 – present; Associate Faculty – Fall '04 – Spring '07  
Courses Taught: *“Sex and Culture,” “Honor’s Sex and Culture,” “Introduction to Women and Gender Studies,” “Feminist Theory,” “Feminist Research Methods,” “Senior Seminar, Women Gender Studies”*

### *Governance*

---

- **Chairperson, Women and Gender Studies Advisory Board, Fall '07 – present ; Board Member, Fall '02 – Spring '07**
- **Faculty Advisor, Women Studies Organization, Fall '07 – present**
- **CHAIRPERSON, American Democracy Project Presidential Distinguished Lecture Series, Fall '05 – present**
- **Diversity Committee, Fall '05 – Spring '07**
- **Faculty Senate General Education Committee, Fall '00 – spring '07**
- **Academic Priorities Committee, Fall '04 – Spring '06**
- **Faculty Senator at Large, Fall '02 – Spring '04 Appointment**
- **VICE-PRESIDENT, Faculty Senate, Fall '92 - Spring '94.**
- **CHAIRPERSON, Faculty Senate Academic Program Review and Planning Committee, Fall '92 - Spring '93**
- **Advisory Board Member, McNair Program, Fall '01 – present.**
- **Mentor, CSTEP and McNair Programs, Spring '04 – present**

- Freshman Summer Reading Committee, Spring '05 – present
- **Chair, Women's Partnership Committee**, Linkages Rochester NY Sister City Program – Novgorod Russia
- Executive Member, Seneca Falls Dialogues Committee, Fall '07- present
- **Mentor**, CSTEP and McNair Programs, Spring '04 – present
- Freshman Summer Reading Committee – Spring '05 – present

## PRESENTATIONS

### *“The F Word: Student Views of Feminists”*

Woman and Society Conference, Marist College, Poughkeepsie, NY  
October '08

SUNY Brockport Diversity Conference, Fall '08

### *“Women's Stories”*

Seneca Falls Dialogues Conference

Seneca Falls , NY October '08

### *“Learning on the Edge: Mediating at-Home, at-College Spaces”*

SUNY Brockport Diversity Conference, Fall '08

Women Home and Nation Conference, March '08

SUNY Binghamton, Binghamton NY

### *“Systems of Oppression and Academic Success”*

*“Women's Right as Human Rights: The Female Genital Mutilation (FGM) Question “*

Cincinnati, Ohio, NWSA Conference, June '08

### *Faculty/Student Dialogues: Teaching and Learning Expectations*

SUNY College at Brockport, Brockport NY

Women's Center , April '08

Cincinnati Ohio, June '08, NWSA Conference

### *Sex in Education: Dr. Edward Clarke's 1873 Claims on Sex and Intellect*

SUNY College at Brockport , Brockport, NY

Scholar's Day,- April '07; Women's Week, April '08

### *“Teaching the ‘F’ Way: Feminist Pedagogy Applied Across Disciplines”*

SUNY College at Brockport, Brockport, NY

Center for Excellence in Learning and Teaching (CELT), November '06

### *“Gender Across Cultures”-- A WMS 360 Student Presentation*

SUNY College at Brockport, Brockport, NY

Scholar's Day , April '06

## PUBLICATIONS

### *“Another Opinion About Sarah Palin”*

[http://Women with Opinions.com](http://WomenwithOpinions.com) , October '08

### *“Palin Doesn't Reflect Women's Rights”*

*Rochester Democrat and Chronicle* Speaking Out Essay, September '08

### *“Women and Gender Studies Courses Enlighten Students”*

*Rochester Democrat and Chronicle* Speaking Out Essay, January '08

### *F Word: Student Attitudes of Feminists*

Under review by *Feminist Teacher*, Submitted December '08



## Index 6: Curriculum Vitas of the Assessment Team

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## **CURRICULUM VITAE**

### **Marley S. Barduhn**

**Current Position:** Associate Dean, School of Education and Director, Migrant Education Outreach Program, State University of New York at Cortland, 1239 Education Building, Cortland, NY 13045. Provide educational leadership, curriculum development, policy interpretation, international outreach and strategic planning for School of Education. Direct and lead as Principal Investigator a \$1.3 million grant annual budget for providing educational services and advocacy to 1300 migrant children and families in large, multi-county region for the past 12 years.

### **Relevant International Experience:**

- A. Co-chair, American Council on Education Internationalization Laboratory for SUNY Cortland, 2007 Cohort. Provided leadership and direction to campus internationalization efforts through 26-member Internationalization Team, 2007-present.
- B. Interim Director, SUNY Cortland Office of International Programs, Lead ISSO and study abroad offices, managed 33 study abroad and exchange programs in 13 countries, facilitated international curriculum development and partnership agreements for dual degree programs, provided fiscal oversight of domestic and international budgets and program administration; developed program assessment instrument for measuring functional effectiveness of study abroad programs, 2005-06
- C. Co-founder, SUNY Student Teaching in Australia program, 2003-present. Developed multi-SUNY campus international student teaching program in partnership with Education Queensland and the University of the Sunshine Coast. Ongoing research and program assessment. Created teaching fellowships since 2005 in partnership for both Australian and U.S. teachers to work in an international setting.
- D. Associate Dean of Professional Studies, 1996-2003. Administration of 3,800 student undergraduate school of professional studies. Implemented and facilitated academic policies, international development in Belize, Venezuela and the U.K. Provided academic leadership for national accreditation of teacher education and professional programs.

### **Education:**

Ph.D. Syracuse University, 1985. Major in human development, specializing in child and family studies, certificate in gerontology.

M.S.Ed. State University of New York at Cortland, 1979, with honors. Major in health education. Permanent NYS teacher certification.

B.S.Ed. State University of New York at Cortland, 1976, Summa cum laude. Major in health education. Minor in biology.

A.S. Onondaga Community College, 1972, with highest honors. Major in dental hygiene. NYS Registry # 011237.

**Other Professional Experience:**

**Research Manager**, University of the Sunshine Coast, Queensland, Australia (2007-present). Appointed to coordinate SUNY faculty research and sabbaticals at the University of the Sunshine Coast.

**Clinical Director**, Rural Metro Medical Services, Syracuse, NY. (1990-present). Developed critical incident stress management team, policies and procedures along with protocol for large metropolitan emergency service provider. Crisis intervention, educational and consultative services provided to management and line employees. Provided corporate services to regional agencies, including law enforcement (FBI, county sherriff's office, urban police forces) and private enterprise.

**Postdoctoral Fellow in Applied Gerontology**, U.S. Centers for Disease Control and Prevention, Atlanta, GA in conjunction with the U.S. Administration on Aging and the Gerontological Society of America, (1991-93). Findings presented at national conferences of the American Dental Association, the Association of State and Territorial Dental Directors and the Gerontological Society of America.

**Consultant**, U.S. Behavioral Health, San Francisco, CA (1994-03). Consultations with corporations having experienced traumatic critical incidents involving violence at the workplace. Advised management teams, developed employee protocol, and coordinated community resources to facilitate resolution of the impact of the incident.

**Co-founder, and member of Board of Directors**, Caring Community of Cortland Hospice. Developed hospice program for Cortland County and guided it successfully through state certification and licensure. Created volunteer educational program and provided continuing education for professional staff. (1986-92).

**Clinical Director and Instructor**, Onondaga Community College, Syracuse, NY (1976-79). Managed staff of 12 dentists and clinical dental hygiene instructors. Responsible for accreditation and compliance with national standards. Taught undergraduate clinical and pedagogical courses in preventive medicine and dental hygiene. Paper presented at ADHA conference.

**Publications and Presentations;** Teacher education and professional preparation in international settings, critical incident stress management and education, migrant education, health education and program assessment and dental hygiene.

## **JEROME D. O'CALLAGHAN**

email: ocallaghan@cortland.edu

### **Education**

1981 - 1986 Maxwell School of Syracuse University  
Degree: Ph.D., 1988. Dissertation Advisor: Dr. D. M. Provine

1978 - 1981 Incorporated Law Society of Ireland  
Degree: Professional Qualification as Solicitor (J.D.)

1975 - 1978 University College Dublin (Ireland)  
Degree: Bachelor of Civil Law

### **Administrative Positions**

Associate Dean, School of Arts and Sciences, 2005 to present  
Chair, Political Science Department, January 1997 to 2005  
Coordinator of Title III grant 2003-05  
Team Leader for Cortland participants in the National Learning Communities Institute 2003 at  
Evergreen State College

### **Academic Positions**

Associate Professor, SUNY Cortland 1994 to present  
Assistant Professor, SUNY Cortland 1992 to 1994  
Assistant Professor, Texas Tech University, 1986 to 1992  
Instructor, Syracuse University, Fall 1985, Spring 2000

### **Research**

#### *Published Research:*

“The Cold War and the First Amendment” Proceedings of the Los Alamos Historical Society  
1998 Annual Meeting  
“Censorship of Indecency in Ireland” *Cardozo Arts & Entertainment Law Review* 16(1) 53-  
80, 1998, also in Cornell's *Institute of European Studies Working Paper series (#97.1)*  
“Mary Robinson” (biographical entry) in *Women in Law*, Greenwood Press (1996)  
“‘Under the Influence’ - Pornography and Alcohol” *Akron Law Review* 29(1) 35-57, 1995  
“Sean Lemass” (biographical entry) in *Political Leaders of Contemporary Western Europe*,  
Greenwood Press, 1995  
“Free Speech by the Light of a Burning Cross” *Cleveland State Law Rev.* 42(2) 215-238,  
1994  
“Free Speech: Dimensions And Limits” in *Law & Politics: Unanswered Questions*, Edited by  
David Schultz, Peter Lang Publisher, 1994  
“Pornography and the First Amendment” in *Politics and Policy: United States and Texas*,  
Edited by Nelson Dometrius, Kendall Hunt, 1993  
“Pornography and Group Libel: How to Solve the Hudnut Problem” in *New England Law*  
*Review*, 27(2) 363-381, 1992

“Media Coverage of the Supreme Court's Caseload” - co-author, *Journalism Quarterly* 69(1), 195-203, 1992  
“Another Test for the Merit Plan” in *Justice System Journal*, 14(3) 477-486, 1991  
“Testing the Responsiveness of Merit-Appointed and Elected Judges” in *Pace Law Review* 11(2) 281-301, 1991  
“Alcohol, Driving and Public Policy” in *Alcoholism Treatment Quarterly* 7(4) 87-99, 1990  
“DWI Policy: Don't Mess With Texas”, in *Texas Public Policy*, Edited by Gerry Riposa, Kendall Hunt, 1987

*Online Publications*

Four book reviews for the *Law and Politics Book Review* service of the APSA.  
Teaching

*Teaching Honors:*

Who's Who Among America's Teachers, 2002-04  
State University of New York: Chancellor's Excellence in Teaching Award, 2001.  
Outstanding Advisor Award, from Cortland's Student Government Assn., 1997  
Two of my students have won the SUNY-wide Scharps Award for legal writing (1994 & 1995)  
Teacher of the Year, 1992, Phi Alpha Delta (TTU)  
Teacher of the Year, 1992, Pi Sigma Alpha (TTU)  
Nominated for President's Excellence in Teaching Award, Spring 1991 (TTU)  
Nominated as Outstanding Guest Lecturer in the Integrated Honors course, 1987-88 (TTU)  
*Undergraduate classes taught at SUNY Cortland, Texas Tech, Syracuse University*  
Civil Liberties, Constitutional Law, Judicial Process, Criminal Justice, Introduction to Law (Law and Politics), Politics and Film, Jurisprudence, Discrimination Law, Environmental Law, and in a standard form), American Public Policy, American Government

*Graduate classes taught at Texas Tech:*

Law and Social Change, Judicial Behavior, Independent Research

*Media Appearances*

WCNY's "Upstate Morning" TV show - election analysis December 13th and 14th 2000.

*International Lectures*

Guest Lecturer in Civil Liberties, summer institute in politics, University of Nis, Serbia and Montenegro, in 2004 (Department of State grant).

Guest consultant on political science curriculum at the University of Ostrava, Czech Republic, in 1998.

Presentations at Professional Meetings (1994 onward)

“Defending a Pre-Law Curriculum” Pre-Law Advisor's National Conference, Boston, Summer 2004

“Content Neutrality: A Hoax on the First Amendment” at the annual meeting of the Law and Society Association, Vancouver, 2002

“The Cold War and the First Amendment” at the annual meeting of the Los Alamos Historical Society, Los Alamos, 1998

“Irish and American Censorship” Law & Society Association, Toronto, Summer 1995

**John D. Keiser, Ph.D.**  
**Associate Professor**

**Office:**

Department of Business and Economics  
The College at Brockport State University of New York  
Brockport, NY 14420  
Phone: (585) 395-5530 ; Fax : (585) 395-2542  
E-mail: jkeiser@brockport.edu

**Education:**

Ph.D.	1995	Organizational Behavior, Supporting Fields: Labor and Industrial Relations The University of Illinois at Urbana Champaign
B.S.	1984	Management Science and Organizational Behavior The Pennsylvania State University, University Park

**Employment History:**

2001 - Present	Associate Professor, Business Administration and Economics The College at Brockport, State University of New York, Brockport, NY
2008	Visiting Professor, Faculty of Business Administration University of Debrecen, Debrecen, Hungary
1995 – 2001	Assistant Professor, Hotel, Restaurant & Travel Administration University of Massachusetts, Amherst, MA
1996	Visiting Professor, International College of Hospitality Administration, Brig, Switzerland
1990 – 1995	Instructor and Graduate Assistant, University of Illinois, Urbana Illinois
1988 – 1990	Manager, Computer Enterprises, Inc., Reston, VA
1987 – 1988	Director of Personnel, The Madison Hotels, Washington, D.C.
1984 – 1987	Manager, Personnel and Administration The American Society of Travel Agents, Washington, D.C.

**Courses Taught:**

During my career, I have taught at the undergraduate and graduate levels in Management-related areas including Organizational Behavior, Human Resource Management, Management Skills, and Business Government & Society, a course covering Business Ethics.

**Research:**

My research is mostly in the areas of Organizational Behavior/Theory; Human Resource Management; Business Ethics; and Nonprofit Management. I have over eighteen articles published in refereed journals and conference proceedings, eleven book chapters and other non-refereed publications, and thirteen presentations at academic and industry events.

**Honors and Designations:**

International Faculty Fellow, The University of Debrecen Faculty of Business Administration.  
*Who's Who in America*, 2004-2008, 58<sup>th</sup> – 62<sup>nd</sup> Edition.

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## CURRICULUM VITAE

**Haiying Wang**

Email: [wangh@cortland.edu](mailto:wangh@cortland.edu)

### EDUCATION

State University of New York at [Cortland, New York](#)  
Master of Science in Second Language Education May 2007

Henan Normal University, Xinxiang, P. R. China  
Bachelor of Arts in English June 1990

### EXPERIENCE

State University of New York at Cortland  
Adjunct lecturer: Teaching beginning and intermediate levels of the  
Chinese language in the Department of International Communication and  
Culture (August 2003---present)

No.3 Senior High School of Zhongyuan Oilfield. Puyang, P.R. China  
Full time English teacher (1990---May 2003)

### TEACHING INTERESTS

Chinese Language at all Levels, Chinese geography, Chinese history and  
Culture; ESL.

### SKILLS

Native speaker of Mandarin Chinese  
Fluent in English, some knowledge of French  
Good command of computer (Windows, Word, Excel, PowerPoint, Dream  
Weaver, PhotoShop, etc.)

### REFERENCES

Dr. Lin Lin assistant professor  
Childhood/Early Childhood Education Department of SUNY Cortland  
(607) 753-4234  
[linlin@cortland.edu](mailto:linlin@cortland.edu)

Dr. Jean LeLoup graduate coordinator/professor  
International Communications and Culture Department of SUNY  
Cortland

(607) 753-2022  
[leloupj@cutland.edu](mailto:leloupj@cutland.edu)

# Curriculum Vitae

Agnes Weiyun He

## Education

- 1993 Ph.D., Applied Linguistics, University of California at Los Angeles (UCLA).
- 1988 M.A., English as a Second Language, University of Arizona.
- 1986 Diploma-in-Education, National Institute of Education (Singapore).
- 1985 B.A., English, Beijing Institute of Foreign Languages (China).

## Professional Experience

### *Teaching/Research*

- 2007 – present: Associate Professor, Asian & Asian American Studies Department, SUNY-Stony Brook.
- 2004 – 2006: Assistant Professor, Asian & Asian American Studies Department, SUNY-Stony Brook
- 2001 – 2004: Lecturer, Asian & Asian American Studies Department, SUNY-Stony Brook.
- 1999 – 2002: Adjunct Research Associate Professor, Department of Linguistics, SUNY-Stony Brook.
- 1998 – 2001: Principal Investigator, The Research Foundation, SUNY-Stony Brook.
- 1996 – 1999: Research Assistant Professor, Department of Linguistics, SUNY-Stony Brook.
- 1994 – 1997: Assistant Professor, Department of Linguistics, Southern Illinois University at Carbondale.
- 1992 – 1993: Lecturer, Department of Linguistics, Southern Illinois University at Carbondale.
- 1991 (summer): Adjunct Lecturer, Department of English, University of Arizona.

### *Administration*

- 2007 – present: Director of Undergraduate Studies, Asian & Asian American Studies Department, SUNY-Stony Brook
- 2004 – 2007: Director of China Studies Program, Asian & Asian American Studies Department, SUNY-Stony Brook
- 2001 – 2004: Head of Chinese Language Program, Asian & Asian American Studies Department, SUNY-Stony Brook.

## Grants/Fellowships

### *Grants/Fellowships*

- 2007-2009 U.S. Department of Education Title VI Grants. Project Director/co-director, primary grant author, project title: Initial Certification in the Teaching of Asian Languages. Funded. Award #: P016A070035. \$171,000.
- 2005 The National Endowment for the Humanities Summer Fellowship. Research project: Toward an identity-based model for the development of Chinese as a heritage language. Nominated by Stony Brook University.
- 1999-2001 The National Academy of Education/Spencer Postdoctoral Fellowship. Research project: Discourse and socialization in Chinese heritage language classes. \$45,000.
- 1998-1999 The Spencer Foundation. Principal Investigator, research project: Language socialization of Chinese American children. \$35,000.

1996 Special Research Grant, Southern Illinois University. Principal Investigator, research project: English oral proficiency of international teaching assistants. \$7,000.

#### *Collaborative Project Grants*

2002 The National Academy of Education. Collaborative Project Grant: Second Workshop on the Linguistic Anthropology of Education, in collaboration with Stanton Wortham (University of Pennsylvania), James Collins (University at Albany), Patricia Duff (University of British Columbia), Nancy Hornberger (University of Pennsylvania), and George Kambereli (University at Albany).

1999 The National Academy of Education. Collaborative Project Grant: Workshop on the Linguistic Anthropology of Education, in collaboration with Stanton Wortham (University of Pennsylvania) and Sheila Aikman (University of London).

#### *Graduate Student Fellowships*

1988 – 1992 Nonresidential tuition fellowship, registration fee grant, and university fellowship stipend, Graduate Division, UCLA

1986 – 1988 Teaching assistantship and nonresidential tuition waiver, University of Arizona

1985 – 1986 Tuition and registration fellowship and living stipend, National Institution of Education, Singapore

#### **Awards/Honors**

2005 NEH Summer Fellowship nominated by Stony Brook University

2002 Selected as a member of the Editorial Board for *Discourse Processes*.

1999 Nominated as a possible Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California.

1999 – 2001 Postdoctoral Fellow, National Academy of Education/Spencer.

1985 First Prize winner of the Intercollegiate English Speech Contest in Beijing (Advanced Group)

1984 Qualified for entrance to the Simultaneous Interpretation Program for the United Nations, a postgraduate program co-sponsored by the UNESCO and the Beijing Institute of Foreign Languages.

#### **Publications**

##### *Books and Monographs*

He, Agnes Weiyun & Xiao, Yun. (Eds.) (2008). *Chinese as a Heritage Language: Fostering Rooted World Citizenry*. Honolulu: National Foreign Language Resource Center/ University of Hawaii Press.

He, Agnes Weiyun. (1998). *Reconstructing Institutions: Language Use in Academic Counseling Encounters*. Greenwich, CT and London, UK: Greenwood.

Young, Richard & He, Agnes Weiyun. (Eds.) (1998). *Talking and Testing: Discourse Approaches to the Assessment of Oral Language Proficiency*. Philadelphia: Benjamins.

### *Refereed Journal Articles*

- He, A. W. (2006). Toward an identity-based model for the development of Chinese as a heritage language. *The Heritage Language Journal* 4:1. Special Issue: *Chinese Heritage Language Teaching* (Guest editor Hongyin Tao), available at <http://www.heritagelanguages.org/>.
- He, A. W. (2004a). CA for SLA: Arguments from Chinese language classes. *The Modern Language Journal*, 88(4):568-582. Special Issue: *Classroom talks* (Guest editor Numa Markee).
- He, A. W. (2004b). Identity construction in Chinese heritage language classes. *Pragmatics*, 14(2/3): 199-216. Special Issue: *Relationality: Discursive constructions of Asian Pacific American identities* (Guest editors Adrienne Lo and Angela Reyes).
- Chen, Y. & He, A. W. (2001). *Dui bu dui* as a pragmatic marker: evidence from Chinese classroom discourse. *Journal of Pragmatics* 33:1441-1465.
- He, A. W. (2001). The language of ambiguity: practices in Chinese heritage language classes. *Discourse Studies*, 3(1): 75-96.
- He, A. W. (2000). Grammatical and sequential organization of teachers' directives. *Linguistics and Education* 11(2):119-140.
- He, A. W. & Lindsey, B. (1998). "You know" as an information status enhancing device: arguments from grammar and interaction. *Functions of Language*, 5(2): 133-155.
- He, A. W. & Tsoneva, S. (1998). The symbiosis of choices and control: a discourse-based account of CAN. *Journal of Pragmatics*, 29(5): 615-637.
- He, A. W. (1997). Learning and being: identity construction in the classroom. *Pragmatics and Language Learning*, 8, 201-222.
- He, A. W. (1996). Narrative processes and institutional activities: recipient guided storytelling in academic counseling encounters. *Pragmatics*, 6(2), 205-216.
- He, A. W. (1996). Stories as academic counseling resources. *Journal of Narrative and Life History*, 6(2), 107-121.
- He, A. W. (1995). Co-constructing institutional identities: the case of student counselees. *Research on Language and Social Interaction*, 28(3), 213-231.
- He, A. W. (1994). Withholding academic advice: institutional context and discourse practice. *Discourse Processes*, 18(3), 297-316.
- He, A. W. (1994). Constructing facts and stances through voicing. *Pragmatics and Language Learning*, 5, 146-162.
- He, A. W. (1993). Exploring modality in institutional interactions: cases from academic counseling encounters. *TEXT*, 13(4), 503-528.
- He, A. W. (1993). Language use in peer review texts. *Language in Society*, 22(3), 403-420.
- He, A. W. & Keating, E. (1991). Counselor and student at talk: a case study. *Issues in Applied Linguistics*, 2(2), 183-209.
- Johnson, D. M. & Yang [He], A. W. (1990). Politeness strategies in peer review texts. *Pragmatics and Language Learning*, 1, 99-114.
- Yang [He], A. W. (1989). Cohesive chains and writing quality. *Word*, 40(1/2), 235-254.

### *Chapters in Edited Books*

- He, A. W. (in press). Discourse analysis. In M. Aronoff and J. Rees-Miller (eds.) *The Handbook of Linguistics* 2<sup>nd</sup> Edition. Oxford: Blackwell.

- He, A. W. (in press). Heritage language socialization. In A. Duranti, E. Ochs and B. Schieffelin (eds.) *The Handbook of Language Socialization*. Oxford: Blackwell.
- He, A. W. (in press). Modal meanings in moments of speech. In Daniel Kadar and Yuling Pan (eds.), *Chinese Discourse and Interaction*. London: Equinox.
- He, A. W. (in press). Language socialization. In James Simpson (ed.) *Routledge Handbook of Applied Linguistics*.
- He, A. W. (in press/2010). Socio-cultural dimensions of heritage language acquisition. In Charlene Polio (ed.) *Annual Review of Applied Linguistics*.
- He, A. W. (2009). Sequences, Scripts, and Subject Pronouns in the Construction of Chinese Heritage Identity. In A. Reyes & A. Lo (eds.) *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America* (pp. 366-384). New York: Oxford University Press.
- He, A. W. (2008). Chinese as a heritage language: an introduction. In He, A. W. & Xiao, Y. (eds.) *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp.1-12). Honolulu: National Foreign Language Resource Center/ University of Hawaii Press.
- He, A. W. (2008). Toward an identity based theory of heritage language development. In He, A. W. & Xiao, Y. (eds.) *Chinese as a Heritage Language: Fostering Rooted World Citizenry* (pp. 109-121). Honolulu: National Foreign Language Resource Center/ University of Hawaii Press.
- He, A. W. (2008). Heritage language learning and socialization. In P. Duff & N. Hornberger (eds.), *Encyclopedia of Language and Education, Volume 8: Language Socialization*, pp. 201-213. New York: Springer.
- He, A. W. & Miao, R. (2007). 语篇分析 In姬建国, 蒋南 (eds.)  
《西方人文社科研究前沿报告丛书》-应用语言学分册, 418-445页。北京: 中国人民大学出版社(Discourse analysis. In Ji, J. & Jiang, N. (eds.), *Applied Linguistics*, pp. 418-445. Western Humanities and Social Sciences Cutting Edge Research Series. Beijing: Renmin University of China Press.)
- He, A. W. & Miao, R. (2007). 继承语之习得及其社会化 In姬建国, 蒋南 (eds.)  
《西方人文社科研究前沿报告丛书》-应用语言学分册, 239-255页。北京: 中国人民大学出版社 (Heritage language acquisition and socialization. In In Ji, J. & Jiang, N. (eds.), *Applied Linguistics*, pp. 239-255. Western Humanities and Social Sciences Cutting Edge Research Series. Beijing: Renmin University of China Press.)
- He, A. W. (2005). Discipline, directives, and deletions: grammar and interaction in Chinese heritage language classes. In C. Holten and J. Frodesen (eds.) *The power of context in language teaching and learning: a Festschrift for Marianne Celce-Murcia* (pp. 115-126). Boston: Thomson Heinle.
- He, A. W. (2003a). Novices and their speech roles in Chinese heritage language classes. In R. Baley and S. Schecter (eds.) *Language socialization in bilingual and multilingual societies* (pp. 128-146). Clevedon: Multilingual Matters.

- He, A. W. (2003b). Linguistic anthropology and language education. In S. Wortham and B. Rymes (eds.) *Linguistic anthropology of education* (pp. 93-119). Westport, CT and London: Praeger.
- He, A. W. (2000). Discourse analysis. In M. Aronoff and J. Rees-Miller (eds.) *The Handbook of Linguistics* (pp. 428-445). Oxford: Blackwell.
- He, A. W. (1998). Answering questions in LPIs: a case study. In R. Young & A. W. He (eds.) *Talking and Testing: Discourse Approaches to the Assessment of Oral Language Proficiency* (pp.101-116). Amsterdam: John Benjamins.
- He, A. W. (1995). Constructing discourse identities in the openings of academic counseling encounters. In H. B. Mokros (ed.), *Interaction and identity* (pp. 119-143). New Brunswick (USA) and London (UK): Transaction Publishers.
- He, A. W. & Young, R. (1998). Language proficiency interviews: a discourse approach. In R. Young & A. W. He (eds.) *Talking and Testing: Discourse Approaches to the Assessment of Oral Language Proficiency* (pp.1-24). Amsterdam: John Benjamins.

#### *Book Reviews*

- He, A. W. (in press). Review of J. Gibbons and E. Ramirez (2004). *Maintaining a Minority Language: A Case Study of Hispanic Teenagers*. Clevedon: Multilingual Matters. Pp.x+240. *International Journal of Bilingualism*.
- He, A. W. (2000). Review of Suzanne Eggins and Diana Slade (1997). *Analysing casual conversation*. London: Cassell. Pp. xiv + 333. *Anthropological Linguistics*, 42(1): 132-135.
- He, A. W. (1999). Review of Teun A. van Dijk (ed.) (1997). *Discourse Studies* (vol. 1 Discourse as structure and process; vol. 2. Discourse as social interaction). London: Sage Publications. Pp. xii+356; xii+324. *Language*, 75(2): 354-357.
- He, A. W. (1998). Review of Britt-Louise Gunnarsson, Per Linell & Bengt Nordberg (eds.) (1997). *The construction of professional discourse*. London and New York: Longman. xvi + 328 pp. *Discourse and Society*, 9(2): 295-296.
- He, A. W. (1998). Review of Herman, Vilmala. (1995). *Dramatic discourse: Dialogue as interaction in plays*. London & New York: Routledge. x + 331 pp. *Language*, 74(2), 384-386.
- He, A. W. (1996). Review of Johnstone, Barbara (Ed.). (1994). *Repetition in discourse: Interdisciplinary perspectives (2 volumes)* (Volumes XLVII and XLVIII in the series *Advances in Discourse Processes*). Norwood, NJ: Ablex. Vol. 1: xv + 250 pp.; vol. 2: xv + 214 pp. *Language*, 72(1), 140-142.
- He, A. W. (1990). Review of *Linguistics in a systemic perspective* edited by James D. Benson, Michael J. Cummings, & William S. Greaves. Philadelphia: John Benjamins Publishing Company, 1988. x + 441 pp. *Issues in Applied Linguistics*, 1(2), 259-265.
- Johnson, D. M. & Yang [He], A. W. (1988). Review of *Politeness: Some universals in language usage (Studies in Interactional Sociolinguistics 4)*. (Penelope Brown and Stephen C. Levinson). *TESOL Quarterly*, 22(4), 660-661.

#### *Miscellaneous Published Materials*

- 何伟芸 (He, A. W.) (2002). 海外中文教育的新希望: 评马立平教材系列 (A new hope for overseas Chinese language teaching: a review of Ma Liping textbook series). *华夏园(Hua Xia Yuan)*: 2002年2月1日 (February 1, 2002). [http://www.mychineseschool.com/school/articles/heweyun\\_review.html](http://www.mychineseschool.com/school/articles/heweyun_review.html)
- 何伟芸 (He, A. W.) (2001). 教孩子学中文: 一些观点和一些技巧 (Teaching Chinese to Chinese American children: some views and techniques). *华夏快递 (Hua Xia Express)*: 2001年5月9日 (May 9, 2001). <http://www.hxwz.org/HXWZExpress/01/05/010509-2.gb.html>

## **Presentations**

### *List of invited scholarly lectures at academic institutions*

2009. "Features of Chinese as a heritage language." Invited keynote speech at Conference on Chinese Heritage Learners (organized by Madeline Spring and Terrence Wiley), Confucius Institute and School of International Letters and Cultures, Arizona State University, April, AZ.
2008. "Framing CHL Learner Characteristics for Instructional Purposes." Invited featured speaker at the "Teaching Asia Workshop" (organized by Richard V. Simmons), Annual Meeting of Mid-Atlantic Region Association for Asian Studies (MAR-AAS), October 24, Rutgers University, NJ.
2008. "Toward a language socialization model of Chinese heritage language development." Invited paper at the First International Conference on Chinese Applied Linguistics (organized by Chuanren Ke), April 10-12, Confucius Institute, The University of Iowa.
2007. "Pragmatics and Chinese language acquisition." Invited guest lecture, Summer Distinguished Scholar Lecture Series, Center for Chinese Language and Culture, Tsinghua University. July 30, Tsinghua University, Beijing, China.
2007. "Toward a temporal and spatial specification of language socialization". Invited presentation, Symposium on Language Socialization, Interaction and Culture. The UCLA Center for Language, Interaction and Culture. February 23-24, University of California at Los Angeles.
2006. "The teaching of Chinese language skills." Invited lecture, August 26. Yinghua Language School, Princeton, New Jersey.
2006. "Pragmatics as Teachers' Practice." Invited Keynote Address, Conference on Pragmatics in the Chinese/Japanese/Korean Classroom: The state of the art. June 5-7, University of Hawaii at Manoa.
2006. "Speaking the heart: a multi-site study of heritage language learning." Invited colloquium, the UCLA Center for Language, Interaction and Culture. January 18, University of California at Los Angeles.
2006. "The heart of heritage: Learner identity and heritage language development." Invited talk, Duke's East-Asian Language Pedagogy Research Group. February 10, Duke University.
2005. "Chinese language teaching: from theory to practice." Invited lecture and workshop, March 20, hosted by the Chinese-American International School's Institute for Teaching



- Chinese Language and Culture (CAIS Institute) in San Francisco and Stanford University's East Asia National Resource Center (SEANRC). Stanford University.
2003. "Theories and methods of teaching Chinese as a heritage language." Invited lecture, August 16, YingHua Language School, Princeton, New Jersey.
2003. "Teaching Chinese as a heritage language to children: an assessment of Ma Liping's textbook series." Invited lecture, Chinese Language Teachers' Association-Greater New York, February 9, China Institute, New York.
2002. "Teaching Chinese as a Heritage Language to Children." Invited Keynote Address, Forum on Chinese Language Education to Children, HuaXia Chinese Schools, March 9-10, New Jersey.
2002. "The Conversation-Analytic approach to discourse." Invited guest lecture to Seminar on Computational and Empirical Approaches to Discourse, co-taught by Susan Brennan (Dept. of Psychology) and Amanda Stent (Dept. of Computer Science). October 10, SUNY-Stony Brook, Stony Brook, New York.
2002. "The linguistic anthropology of education and discourse analysis." Workshop on Linguistic Anthropology of Education, March, University of Pennsylvania.
2000. "The linguistic anthropology of education." Workshop, March 2, University of Pennsylvania.
1999. "Socialization through teacher's directives." Invited lecture, Department of Applied Psychology, New York University, January 27, New York, New York.
1998. "Discursive obedience: grammar, interaction and socialization." Invited lecture, Department of Communication, University of New Hampshire, April 24, Durham, New Hampshire.
1997. "Discourse proficiency in ESL: A case study." Invited lecture, Teachers College, Columbia University, March 4, New York, New York.
1996. "Learning and being: identity construction in the classroom." Invited lecture, Department of Linguistics, Montclair State University, December 20, Upper Montclair, New Jersey.
1995. "The symbiosis of choices and control: a discourse-based account of CAN." Invited lecture, Department of Linguistics, SUNY-Stony Brook, November 21, Stony Brook, New York.
1995. "Toward a discourse-analytic approach to oral language assessment." Invited lecture, Department of English, Michigan State University, February 6, East Lansing, Michigan.
1994. "A discourse-analytical approach to oral language proficiency interviews." Invited lecture to the MA/TEFL faculty and students, Department of English, Beijing Foreign Studies University, January 4, Beijing, China.
1993. "Mama wo yao apple juice: *shuangyu he yuyan shehuihua* (Bilingualism and related issues in language socialization)." Invited guest speech to parents and teachers, Emory Chinese School for Children, November 21, Emory University, Atlanta, Georgia.
1992. "Aspects of seeking and (not) delivering academic counseling advice." Invited guest lecture, Departmental Proseminar, Department of Speech Communication, Southern Illinois University, November 16, Carbondale, Illinois.
1992. "Constituting knowledge systems and power relations through modality: cases from academic counseling encounters." Invited lecture, California State University, March 12, San Bernardino, California.

*List of invited papers presented at conferences*

2009. "Acquisition of modal verbs through interaction." Invited paper on panel "Discourse approaches to Chinese language teaching" (organized by Hongyin Tao), the annual ACTFL Conference (American Council on Teaching of Foreign Languages), November 20-22, San Diego, CA.
2008. "Toward a temporal-spatial specification of heritage language development." Invited paper on panel "Heritage Languages: in search for theories" (organized by Olga Kagan), the AAAL (American Association for Applied Linguistics) Conference, March 29-April 2, Washington, DC.
2007. "Pragmatics and Chinese language learning." Paper presented at the 6th International Conference on Chinese Language Pedagogy. August 3-5, Nanjing, China.
2005. Invited Discussant for symposium "Bilingualism and biculturalism in the Korean American community" (Jin Sook Lee organizer), AILA Conference (14<sup>th</sup> World Congress of Applied Linguistics), July 24-29, Madison, Wisconsin.
2005. "Repair as a resource for constructing modal meanings in Chinese language classes." Paper presented as part of the symposium "Learning as a local accomplishment: local second language practices" (Numa Markee organizer), AILA Conference (14<sup>th</sup> World Congress of Applied Linguistics), July 24-29, Madison, Wisconsin.
2004. "Chinese heritage language education: identity construction and language development." Paper presented at the Colloquium "Heritage language research and education" (Patricia Duff and Duanduan Li co-organizers), the AAAL (American Association for Applied Linguistics) Conference, May 1-4, Portland, Oregon.
2003. "Interactional resources for constructing multiple learning activities in Chinese heritage language classrooms." Paper presented as part of an Invited Colloquium "*Classroom Talks*" (organized by Numa Markee) at AAAL (American Association for Applied Linguistics) Conference, March, Virginia.
1996. "Learning and being: identity construction in the classroom." Invited Feature Paper delivered at the Para-session on Pragmatics in the Classroom, 10th Annual International Conference on Pragmatics & Language Learning, March 21-23, Urbana, Illinois.
1994. "Co-constructing institutional identities." Invited paper presented at Featured Colloquium "Co-construction" (Elinor Ochs and Sally Jacoby organizers), the 16th Annual AAAL (American Association for Applied Linguistics) Conference, March 5-8, Baltimore, Maryland.
1994. "Elicited vs. volunteered elaboration: talk and task in language proficiency interviews." Paper presented at Colloquium "Discourse Issues in Language Proficiency Interviews" (Richard Young organizer), the 16th Annual AAAL (American Association for Applied Linguistics) Conference, March 5-8, Baltimore, Maryland.

*Selected Papers presented at conferences*

2009. Paper to be presented at the CLTA-GNY (Chinese Language Teachers Association-Greater New York) International Conference. Seton Hall University, New Jersey.
2009. Paper to be presented at the 21<sup>st</sup> NACCL (North American Conference on Chinese Linguistics), June, Bryant University, Rhode Island.
2006. "An ergodic model for the development of Chinese as a heritage language." AAAL/CAAL, June 17-20, Montreal, Canada.

2005. "Toward an identity-based model for the development of Chinese as a heritage language." Paper presented at the ACTFL (American Council on Teaching of Foreign Languages) Conference, November 17-20. Baltimore, Maryland.
2003. "Discourse processes in Chinese language learning." Paper presented at the CLTA-GNY (Chinese Language Teachers Association- Greater New York) International Conference on Learning and Teaching Chinese Language and Culture in a Multicultural Environment. May 3, New York.
2000. "Discursive organization of teacher's directives: cases from Chinese heritage language schools." Paper presented at the Postdoctoral Fellows Forum of the Annual Meeting of the National Academy of Education, October 12, New York University, New York.
1999. "Cultural and grammatical organization of teachers' directives." Paper presented at the 21st AAAL (American Association for Applied Linguistics) Conference, March 6-9, Stamford, Connecticut.
1996. "Re-examining the meaning of Can." Paper presented at the 41<sup>st</sup> ILA (International Linguistic Association) Conference, April 12-14, New York City, New York.
1996. "The symbiosis of choices and control: toward a discourse-based account of Can." Paper presented at Colloquium "Systemic functional approaches to discourse" (Peter Fries and Agnes Weiyun He co-organizers), the 18th AAAL (American Association for Applied Linguistics) Conference, March 23-26, Chicago, Illinois.
1995. "Talking and testing: a discourse approach to language proficiency interviews." Joint paper (with Richard Young) presented at Colloquium "A discourse approach to language proficiency interviews" (Richard Young and Agnes Weiyun He co-organizers), the 17th AAAL (American Association for Applied Linguistics) Conference, March 25-28, Long Beach, California.
1993. "Constructing sequential contexts for academic advising." Paper presented at the 79th Speech Communication Association Convention, November 18-21, Miami Beach, Florida.
1993. "From problematizing to advising: an interactional study." Paper presented at the 15th Annual AAAL (American Association for Applied Linguistics) Conference, April 16-19, Atlanta, Georgia.
1993. "The use of modality in NS-NNS (native speaker-nonnative speaker) institutional talk." Paper presented at the 27th International TESOL (Teaching of English to Speakers of Other Languages), April 13-17, Atlanta, Georgia.
1993. "Constructing facts and stances through voicing." Paper presented at the 7th Annual International Conference on Pragmatics and Language Learning, April 2-3, University of Illinois at Urbana-Champaign, Illinois.
1993. "An interactional study of academic advising." Paper presented at the 6th Annual Qualitative Research Conference, January 7-9, University of Georgia, Athens, Georgia.
1991. "Marked word order in clause-initial position." Paper presented at the 20th Annual University of Wisconsin-Milwaukee Linguistic Symposium, April 12-14, University of Wisconsin, Milwaukee, Wisconsin.
1991. "Exploring the genre of peer review." Paper presented at the 25th International TESOL (Teaching of English to Speakers of Other Languages), March 24-28, New York City, New York.

1989. "Function and frequency of marked word order: a text-based study in English." Paper presented at the 16th International Systemic Linguistics Congress, June 12-16, University of Helsinki, Helsinki, Finland.
1988. "Culture and teaching English in China." Paper presented at the 6th Rocky Mountain TESOL, November 3-5, Salt Lake City, Utah.
1988. "Cohesive chains and writing quality." Paper presented at the 15th International Systemic Linguistics Congress, August 8-12, Michigan State University, East Lansing, Michigan.
1988. "Cohesive harmony as a measurement of English composition." Paper presented at the AZ-TESOL (Arizona-TESOL), Applied Linguistics Session, April 8, Tucson, Arizona.

## **Courses Taught**

### *Languages, Linguistics and Culture (undergraduate level)*

Elementary Chinese (SUNY-SB)  
 Elementary Chinese for Chinese Speakers (SUNY-SB)  
 Intermediate Chinese (SUNY-SB)  
 Advanced Chinese (SUNY-SB)  
 China: Language and Culture (SUNY-SB)  
 Traditional China (SUNY-SB)  
 Modern China (SUNY-SB)  
 Intercultural Communication (SUNY-SB)  
 Introduction to Chinese Linguistics (SUNY-SB)  
 Structure of Mandarin Chinese (SUNY-SB)  
 The Languages We Use at Home (SUNY-SB)  
 Freshman Composition (U. of Arizona)  
 ESL Composition (U. of Arizona)

### *(Applied) Linguistics (graduate level)*

Theory & Methods of Second/Foreign Language Teaching (Southern Illinois U.)  
 Discourse Analysis (SUNY-SB)  
 Developmental Pragmatics (SUNY-SB)  
 Pragmatics (Southern Illinois U.)  
 Conversation Analysis (Southern Illinois U.)  
 Sociolinguistics (Southern Illinois U.)  
 Language and Context (Southern Illinois U.)  
 Pedagogical Grammar (U. of Arizona)

## **Services**

### *Recent services to the department*

2007-present: Director of Undergraduate Studies.  
 2008: Member, lecturer in Chinese search committee.  
 2007-2008: Member, new faculty search committee (Asian and Asian American Literature).

2004-2007: Director of China Studies (CNS) Program. Duties included:

- Maintaining documentary records pertaining to the Program (including enrollment histories)
- Student advising (including course selection as well as tracking individual student progress with respect to curricular requirements for the CNS minor)
- Administering and evaluating the Chinese Language Challenge Exam
- Reviewing transfer course evaluations
- Evaluating undergraduate and graduate students' Chinese language proficiency for various departments including Study Abroad Program and departments of foreign languages
- Clearing students for graduation
- Initiating, implementing and supervising curriculum revisions and program development plans
- Overseeing operations of the Chinese Library including supervision of student interns working for the Library and of Chinese language and cultural activities held in the Library
- Coordinating Chair of the Shiming Hu Memorial Awards and Scholarship Selection Committees (as well as Account Manager for these endowed awards)
- Overseeing the development and maintenance of program website and program brochures
- Setting up Study Abroad programs
- Representing the Program at the University and in the community

2007: Set up Stony Brook University's first Summer Study Abroad Program in China, July 29-August 22.

2007: Revised the China Studies curriculum.

2006-2007: Set up the Summer Study Abroad Program in Shanghai Jiao Tong University.

2004-2006: Set up the Student Exchange Program with Tsinghua University (final agreement signed in September 2006)

2005: Set up the Chinese Roundtable, a weekly forum on Chinese language and culture.

2004: Formalized means, standards and criteria for Chinese language assessments at all proficiency levels.

2004: Developed a community outreach program proposal: Chinese Language Enrichment Program at Stony Brook, submitted to the Dean's Office.

2004: Chaired the selection committee for the Shi Ming Hu Memorial Freshman Scholarship.

2003: Reorganized (with an adjunct faculty) existing advanced level courses and created two new advanced level courses to enhance continuity and coherence in the pedagogical structure of the Chinese Language Program, channeling students with different abilities and needs into different components of the program.

2002: Created the heritage language track at the elementary level for the Chinese Language Program.

2001-2002: Performed the duties of the Director of Chinese Studies (while the Acting Director was on sabbatical leave).

2001: Chaired the selection committee for the Shi Ming Hu/Eli Seifman Chinese Studies Scholarship.

2001: Wrote the Placement Examination and Challenge Examination for the Chinese Language Program.

### *Recent university service*

- 2007-2008: Member of organizing committee, Symposium on Asian Languages and the Professions. April 8, Wang Center.
- 2006-2007: Responsible for the establishment of Summer Study Abroad Program in China (Shanghai Jiao Tong University and Beijing). Made the initial contact, designed courses, negotiated course credits and instructors, worked as liaison between SJTU and SBU's International Academic Programs Office, recruited students, provided pre-departure orientation to students.
- 2006: Instrumental to the signing of Exchange Agreement between Stony Brook University and Tsinghua University effective September 2006 (resulting from efforts expanding almost three years).
- 2006: Led Stony Brook University's response to the National Security Language Initiative. Compiled a document on Asian language research and teaching resources (submitted to SUNY's Research Foundation, Office of Federal Relations). Principal author of a grant proposal seeking to create an initial certification program for the teaching of Asian languages (submitted to US Department of Education, funded).
- 2006: Coordinated SBU Provost's visit to Tsinghua University early March.
- 2006: Coordinated the second visit of two members from Tsinghua University in late January /early February.
- 2005-present: Member of University Academic Advisory Group for undergraduate recruits from China.
- 2005: Member, University Committee on the Assessment of General Education.
- 2004: Wrote a report on the assessment of Chinese language learning outcomes at Stony Brook, submitted to SUNY.
- 2004: Coordinated the participation of the Chinese Consul General/Ambassador in the May 6 Stony Brook Symposium "Asia and America: Emerging Opportunities."
- 2003-2004: Coordinated the visit of an eight-member delegation from Tsinghua University (Beijing, China) with the Provost, Dean of International Academic Programs, and Chair of AAAS Dept. to explore organization of a Study Abroad program in China.
- 2003: Assisted the Office of Undergraduate Admissions with their exhibition brochure used in China.

### *Professional Service outside the University*

#### Offices

- 2007—present: Member, the Nominating Committee, American Association of Applied Linguistics.
- 2007: Invited to consider being Associate Editor for *Linguistics and Education* (declined).
- 2005: Invited to consider the Chief Editorship for *The Modern Language Journal* (declined).
- 2002—present: Editorial Board member, *Discourse Processes*.
- 2000: Coordinator, Discourse Analysis-Oral Strand, Annual Meeting of the American Association of Applied Linguistics.

1989—1990: Founding Review Editor of *Issues in Applied Linguistics*, published by the University of California, Los Angeles.

### Advising/Consulting

- 2007—present: Yale University Press (Language and Media, Director Howard Beckerman).  
2004—present: Humanities Advisor to PBS project “Speaking in Tongues: an hour long public television documentary about language and identity in 21<sup>st</sup> century California”, Marcia Jarmel Director and Producer.  
2002—present: Advisory Board Member, Yinghua Language School, Princeton, NJ.

### Selected Review of peer research

2008. Reviewer, Sociolinguistics Strand, AAAL Conference.  
2008. Reviewer, manuscript for publication in *The Modern Language Journal*.  
2008. Reviewer, manuscript for publication in *Language Learning*.  
2008. Reviewer, manuscript for publication in *Journal of Pragmatics*.  
2008. Reviewer, conference paper proposals for 2008 Second Language Research Forum (SLRF).  
2008. Reviewer, International Review of Applied Linguistics (IRAL), special issue “Language Learning as Socially Distributed Cognition” (edited by Numa Markee and Junko Mori).  
2007. Reviewer, manuscript for publication in *Bilingual Research Journal*.  
2007. Reviewer, Text Analysis Strand, AAAL Conference.  
2007. Reviewer, manuscript for publication in *Applied Linguistics*.  
2007. Reviewer, manuscript for publication in *The Modern Language Journal*.  
2006. Reviewer, International Conference on Pragmatics and Language Learning.  
2006. Reviewer, Discourse Analysis (both Oral and Written) Strands, AAAL Conference.  
2006. Reviewer, manuscript for publication in *The Modern Language Journal*.  
2005. Reviewer, research proposal submitted to the National Science Foundation, Linguistics Program.  
2005. Reviewer, manuscript for publication in *The Modern Language Journal*.  
2005. Reviewer, manuscript for publication in *Linguistics and Education*.  
2004: Reviewer, Georgetown University Roundtable on Languages and Linguistics Conference.  
2004: Reviewer, manuscript for publication in *Journal of Pragmatics*.  
2003: Reviewer, manuscript for publication in *Applied Linguistics*.  
2003: Reviewer, manuscript for publication in *Language in Society*.  
2003: Reviewer, manuscript for publication in *Journal of Pragmatics*.  
2002: Reviewer, manuscript for publication in *Journal of Cognition and Instruction*.  
2000: Reviewer, manuscript for publication in *Passage: Journal of Transnational and Trans-cultural Studies*.  
1998: External Reviewer, "Analyst Eyes and Camera Eyes: Theoretical and Technological Consideration in 'Seeing' the Details of Classroom Interaction", Technical Report, the National Research Center on English Learning & Achievement.  
1993—2002: Manuscript Reviewer for the following journals: *Applied Linguistics*; *Cognition and Instruction*; *Developmental Psychology*; *Discourse Processes*; *Issues in Applied*

*Linguistics; Journal of Pragmatics; Language; Language in Society; Pragmatics and Language Learning*

Conference panel/Workshop organizer

- 2003: Conducted a workshop on teaching Chinese as a heritage and a foreign language, August, Yinghua Language School, Princeton, New Jersey.
- 2000: Co-organizer (with Haruko Cook, University of Hawaii) of Colloquium "Language socialization of learners of Asian backgrounds" at the 22<sup>nd</sup> AAAL Conference, March 9-12, Vancouver, Canada.
- 1999: Co-organizer (with Stanton Wortham, U Penn and Sheila Aikman, U of London), Workshop on the Linguistic Anthropology of Education, University of Pennsylvania.
- 1996: Co-organizer (with Peter Fries, Central Michigan University) of Colloquium "Systemic functional approaches to discourse" at the 18th AAAL Conference, March 23-26, Chicago, Illinois.
- 1995: Co-organizer (with Richard Young, University of Wisconsin-Madison) of Colloquium "A discourse approach to language proficiency interviews" at the 17th AAAL Conference, March 25-28, Long Beach, California.

Other

- 2008: Program evaluation. Review of Mellon proposal for Department of Classical, Middle Eastern, and Asian Language and Cultures, Queens College, CUNY. On-site visit October 28-29.
- 2006: Coordinator, China Table, "Passport Around the World" (a cultural awareness event which attracted close to 500 students and parents from the Three Village School District), Mount Elementary School, Stony Brook, March 14. With sponsorship (of printed materials) from the Charles B. Wang Center.
- 2007: External reference, faculty tenure and promotion, University of British Columbia, Canada.
- 2007: Assistant Director, Yinghua-in-Beijing Summer Institute, July 16-August 12, Beijing.
- 2006: Coordinator, China Table, "Passport Around the World" (a cultural awareness event which attracted close to 500 students and parents from the Three Village School District), Mount Elementary School, Stony Brook, November 3. With sponsorship (of printed materials) from the Charles B. Wang Center.
- 2004: External reference, faculty tenure and promotion, Borough of Manhattan Community College, CUNY



## Curriculum Vitae

**Frank Lixing Tang**  
**The Steinhardt School of Education**  
**New York University**

### EDUCATION

Ph.D. Teaching English to Speakers of Other Languages, New York University, 1989  
M.A. English Education, Shanghai Teachers University, 1981  
B.A. English Language and Literature, Shanghai Teachers College, 1966

### FULL-TIME EMPLOYMENT

2004-Now Clinical Professor & Director of TESOL/Bilingual Education/Foreign Language Education Programs, Department of Teaching & Learning, The Steinhardt School of Education, NYU  
2000-2004 Clinical Associate Professor & Director of TESOL/Bilingual Education/Foreign Language Education Programs, Department of Teaching & Learning, The Steinhardt School of Education, NYU  
1995-99.1 Assistant Professor, TESOL/Bilingual Education/Foreign Language Education Programs, Department of Teaching & Learning, The Steinhardt School of Education, New York University  
1993-95 Assistant Professor, Department of Academic Skills, Baruch College, The City University of New York (CUNY)  
1991-93 Director, Chinese/Asian Bilingual/ESL Technical Assistance Center, Division of Bilingual Education, New York City Board of Education  
1989-91 ESL Teacher and Project Coordinator, Project ABACUS, Title VII Chinese/Korean Bilingual Program, William Cullen Bryant High School, New York City Public Schools  
1981-84 Lecturer, Foreign Language Department, Shanghai Teachers University  
1977-79 English Instruction Supervisor, Yangpu School District, Shanghai, China  
1968-77 English Teacher & English Department Chair, Yun Gi Middle School, Shanghai, China

### HONORS AND GRANTS

- A three year grant from the Freeman Foundation to develop Chinese language teachers for American schools: \$400,000, 2007 – 2010
- A one-year grant from The College Board on supporting Chinese language teachers: \$75,000, 2007-2008
- Lions Award for Distinguished Services to the TESOL Profession, New York State TESOL Association, 2006
- Excellence in Leadership and Service Award, Kappa Delta Pi—an International Association for Education, Beta Pi Chapter at New York University, 2005

- A five-year grant award from the U.S. Department of Education: Training for All Teachers in Community School District Six New York city: (Fall 2001 to Spring 2006): \$1.2 million
- Partnership in Education Award, New York Asian Language Bilingual/ESL Technical Assistance Center and Eleventh Annual Statewide Lunar New Year Planning Committee, Tide Time News Media, and Chinese Consolidated Benevolent Association, 2003
- The Year 2000 Teaching Excellence Award, School of Education, New York University, 2000.
- A grant from the United States International Broadcast Bureau (IBB): \$55,000 to develop an English radio show for Voice of American, the official US International Broadcast Station; the radio program is entitled “Tuning in the USA”; it is developed specifically for Chinese audience, high intermediate level English learners, 2001
- A three-year grant award from the U.S. Department of Education: Training for All Teachers in Brooklyn Staten Island High School District (Fall 2000 to Spring 2003): \$700,000
- A grant from the United States Information Agency (USIA): \$55,000 to develop an English radio show for Voice of American, the official US International Broadcast Station; the radio program is entitled “English USA”; it is developed specifically for Chinese audience, high beginning level English learners, 2000
- School of Ed. Research Challenge Fund: (\$3,000) on a study in a Chinese/English dual language new vision school in Community School District 2, NYC Public Schools. The proposal has been accepted by the school research committee and it is currently going through Human Rights Committee, 1999
- Distinguished Service Award, Association of Chinese Educators of Bilingual Education, East Coast of USA, 1999
- Doctoral Fellowship in Bilingual Education Grant, US Department of Education: (\$20,060) 1997-98
- Contribution Award, National Association of Chinese Schools, 1998.
- Achievement Award, The Association of Chinese Schools, 1997.
- Doctoral Fellowship in Bilingual Education Grant, US Department of Education: (\$57,930) 1996-97

## **ADVISORY COMMITTEES AND BOARD OF DIRECTORS SERVED**

Member, NY Coalition for Educational Excellence for English Language Learners (CEEELL).

Member, Advisory Board. Chinese Initiative, Asia Society, NY.

Member, Board of Directors, International Leadership Chartered High School, Bronx, NY

Member, Board of Directors, East Asian Studies Dual Language HS—A dual Chinese/English language school in NYC (founding member)

Member, Board of Trustees, Shuang Wen Academy—A dual Chinese/English language New Vision School in CSD #1, 1998-Now (founding member)

Member, Planning committee of University Neighborhood High School, Manhattan High School Superintendency, NYC Board of Education (founding member)

Member, Advisory Board, Native Language Arts Standards Committee, Office of Bilingual Education, New York State Education Department

Member, Advisory board of New York Asian Language Bilingual Education Technical

#### Assistance Center

Member, Advisory board member to ESL Sub-Committee to NYC Board of Education, 2000-2002.

Member, Advisory Board to the School Chancellor on Bilingual Education, NYC Board of Education

Member, Consultant team of Development and Dissemination Project, Office of Bilingual Education, New York State Education Department & Brown University

Member, Advisory Committee of Language Acquisition and Instruction, Test of English as a Foreign Language (TOEFL), Education Testing Center (ETS)

Member, Consortium of Institute of High Education, Office of Bilingual Education, NYC Board of Education

Member, Advisory Committee of ESOL Content Specialty Examination for Teacher Certification, New York State Education Department, Reader, Title VII Grant Proposal, New York State Education Department

Reader, Title VII Grant Proposal, Office of Bilingual Education and Minority Languages (OBEMLA), US Department of Education

### **PROFESSIONAL ORGANIZATIONS**

Co-Chair, New York Chinese Bilingual Educators Committee (NYBEC)

Executive board member, The Greater New York Association of Asian and Pacific American Education (GNYAPE)

Treasurer, National Association of Asian and Pacific American Education (NAAPAE) 2000-2004

Executive board member (1995-97), New York State Association of Teaching English to Speakers of Other Languages (NYS TESOL)

Past President, Association of Chinese Bilingual Educators, East Coast of USA (ACTBE)

Member, International Association of Teaching English to Speakers of Other Languages (TESOL)

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

Member, American Education Research Association (AERA)

Member, American Association of Applied Linguistics (AAAL)

Member, National Association of Chinese Teachers (NACT)

Member, Chinese American Educational Research and Development Association (CAERDA)

Member, New York State Association of Bilingual Education (SABE)

### **CURRICULUM DEVELOPMENT AND PROJECTS**

- Teaching Math and Science using an ESL approach. Curriculum development project in collaboration with Math and Science Program, Partnership for Excellence Project, NYU – NYC DOE, 2006-07.
- Training for All Teachers Project: NYU-CSD #6. A five-year federal funded professional development program in collaboration with Community School District #6, New York City Public Schools to provide middle school content area teachers with training in teaching English Language Learners. 2001-2006 Academic Year.
- Training for All Teachers Project: NYU-BASIS. A three-year federal funded professional development program in collaboration with Brooklyn and Staten Island High School District to provide content area teachers with training in teaching English Language Learners. 2000-2003 Academic Years.

- Summer Study Abroad Program in Shanghai. Developed and implemented in summer, 2002. The program was cancelled for summer 2003 due to SARS epidemic. It is scheduled to resume for summer 2004.
- New TESOL Post Baccalaureate Advanced Certificate Program. Developed and approved by the NY State Education Department in 2001. This new program is the fourth new program to MMS, in addition to the Japanese as a foreign language, Chinese as a foreign language, dual certification programs in TESOL and Foreign language education that were developed prior to 2000.
- Revamping all MMS programs and course requirements in accordance to the new State teacher certification guidelines (1999-2002).

## PUBLICATIONS

### Books

- Educating Students with Limited and Interrupted Formal Education.* Michigan University Press, 2009.
- China Chants: Practicing the Rhythm of American English,, Book II.* Shanghai Foreign Language Education Press, 2008.
- China Chants: Practicing the Pronunciation of American English, Book I.* Shanghai Foreign Language Education Press, 2005.
- English USA Book II.* Companion book to the Chinese-English Radio Program for Voice of America. Shanghai Foreign Language Education Press, 2003.
- English USA Book I.* Companion book to the Chinese-English Radio Program for Voice of America. Shanghai Foreign Language Education Press, 2002.
- An Advanced English Reader: Developing Reading Comprehension Skill. Book Two.* Shanghai Foreign Language Education Press, 1999.
- An Advanced English Reader: Developing Reading Comprehension Skill. Book One.* Shanghai Foreign Language Education Press, 1998.
- A Course in Practical English Writing.* Shanghai East-China Normal University Press, 1998.
- An English Reader: Developing Reading Skills.* Shanghai Foreign Language Education Press, 1998.
- Communicative Spoken English.* Shanghai Foreign Language Education Press, 1997..
- Teaching English as Foreign Language in China: Methods and Techniques.* Shanghai Foreign Language Education Press, 1984.

## English Radio Shows

*English USA: An English Radio Show to Chinese-Speaking Audience.* (102 episodes for low intermediate English language learners). Voice of America, 2003.

*Tuning in the USA: An English Radio Show for Chinese-Speaking Audience.* (52 Episodes for high intermediate English language learners). Voice of America, 2003.

## Resource and training manuals

*Intermediate Chinese Language Arts Resource Book.* (Ed.) NYC Board of Education, 1997.

*Advanced Chinese Language Arts Resource Book.* (Ed.) NYC Board of Education, 1996.

*New York State Parents Leadership Institute Training Manual,* (Ed.), New York State Education Department, 1992.

## Selected Journal articles and book reviews:

“Recent finding of brain research: Implications to teaching foreign languages.” *Foreign Language World.* 2009.

“Brain-based teaching: Tool box for ESL teachers.” *Idiom 38 (2)*, Journal NYS TESOL, 2008.

Book review: “Critical reading, critical thinking: Focus on contemporary issues. *Idiom 38 (1)*, Journal NYS TESOL, 2008.

“Washback effect of TOEFL iBT to English Language Teaching and Learning.” *Foreign Language Teaching Abroad.* East China Normal University, Shanghai, 2007.

“Getting Certified as a Teacher of Chinese as a Foreign Language in the U.S.” *Journal of Teaching Chinese as Foreign Language*, Beijing International Studies University Press, 2006.

“Addressing Challenges and Needs of SIFE.” *Idiom, Vol. 35, No. 4.* New York State Teachers of English to Speakers of Other Languages, 2005.

Book review: Visions: Language, Content, and Culture. *Idiom 33, 3*, New York: NYS TESOL, 2003.

“Frequently Asked Questions About English Learning (II).” *Space of Talenty 10*, 2003.

*The Art of Teaching Reading.* A CD-Rom of a demonstration lesson on the teaching of college reading distributed to over 200 colleges and universities in China. Shanghai Foreign Language Education Press, 2002.

Book review: Learning Strategies. *Idiom 33.* New York: NYS TESOL, 2002.

“Frequently Asked Questions About English Learning (I).” *Space of Talenty 9*, 2002.

Book review: The Novel Approach Series. *Idiom 31 (3)*, pp. 20-21, New York: NYS TESOL, 2001.

*A Contrastive Analysis of Chinese and English*. Report for Native Language Arts Learning Standards Advisory Committee, Office of Bilingual Education, New York State Department of Education, 2001.

“Chinese Language Schools in the U.S.: Needs for Professional Development.” *Journal of Chinese Language Association* 36 (1), 2001.

“Multiple Intelligences Theory and Teaching English as a Foreign Languages.” *Foreign Language World*, 80 (4), 2001..

“Whole Language Instruction In China: Teachers Belief in Theory versus Practice and Constraints.” *College ESL*, Vol. 9 (1 & 2), 2002.

“Chinese EFL Teachers’ Belief in Whole Language.” *Foreign Language World*. Vol. 4, 1998.

“Chinese ESL Students in USA.” *ESL Magazine*. Vol 1(6), 1998.

Book Review: *Teachers Handbook: Contextualized Language Instruction*. J.L. Shrum & E.W.

Glisan.Heinle & Heinle . *Idiom*, 28, 2, 1998.

“Whole Language: Theory and Practice.” *Foreign Teaching and Research Notes*, 1, 1998..

"Parents as Partners: Helping Students to Meet Their Social Needs", *Journal of New York Chinese American Parents' Association*, 1994.

"Bilingual Education in the United States: Past, Present and Future", *World Journal Weekly*, 1994.

"Flawed Question Leads to Teachers' Negative Views Towards Bilingual Education in MetLife Survey", *NABE News*, 17 (4), 1994.

"The Value of Chinese Students: At Home and Abroad", *International Journal of Psychology*, 28 (6), 1993.

"Questions Parents Often Ask About English Learning", *Journal of New York Chinese American Parents' Association*, 1993.

*Chinese Culture and Heritage Manual* (Ed.), Division of Bilingual Education, New York City Board of Education, 1992.

## **WORK IN PROGRESS**

*China Chants: Learning English Through Chants Book Two*. Shanghai Foreign Language Education Press. Expected date of publication, 2007.

*Teaching English as a Foreign Language in China: An Anthology*. Shanghai Foreign Language Education Press. Expected date of publication, 2008.

A Comparative study of learning strategies of Chinese, Russian, and Hispanic Students. This paper is based on a study conducted in New York City Public Schools. The data were collected using a questionnaire and interviews. Participants are 250 high school students

in New York City Public Schools.

Training for All Teachers: ESL and Content Area Teachers Work as Partners. This paper is a case study, which describes the effectiveness and problems of a professional development model for content area teachers to learn to work more effectively with English language learners.

## **SELECTED PRESENTATIONS AT PROFESSIONAL CONFERENCES**

- “Teaching Chinese vocabulary.” Panel presentation at Annual Conference of American Council of Teaching Foreign Languages (ACTUL), November, 2008.
- “Project-based learning in teaching Chinese as a foreign language.” Panel presentation at the First National Chinese Language Conference, Washington, D.C., April, 2008.
- “Training Chinese language teachers.” Panel presentation at the First National Chinese Language Conference, Washington, D.C., April, 2008.
- “Identifying and working with students with interrupted formal education.” Annual conference of International Association of Teachers of English for Speakers of Other Languages (TESOL), March, 2007.
- “Recent brain research and foreign language teaching.” Invited key-note speaker. Annual Summer Institute for College English Instructors. Shanghai, China. July, 2006.
- “Getting Certified in Teaching Chinese as a Foreign Language.” Panel presentation at Annual Conference of American Council of Teaching Foreign Languages (ACTUL), 2006.
- “Teaching Students with Interrupted Formal Education (SIFE)” Presentation at Annual Conference of NYS TESOL, Saratoga, NY, 2006.
- “Project-based learning in teaching foreign languages.” Presentation at the Annual Conference of NYS Foreign Language Conference, New York, 2006.
- “Teaching Chinese in American Schools.” Presentation at East China Normal University, 2006.
- “Humanistic Approach to Foreign Language Teaching.” Presentation at the National Institute for College English Teachers, Shanghai, China, 2006.
- “Recent Brain Research and implications to Foreign Language Teaching.” Keynote speech at the Second International Conference on Foreign Language Teaching Methodology in China. Shanghai, March, 2006.
- “Addressing Challenges and Needs of Students with Interrupted Formal Education.” Presentation at the Annual Conference of National Association of Bilingual Education (NABE), Phoenix, AZ, January, 2006.
- “ESL and Content Teachers: Collaboration, Mentoring, and Inquiry.” Presentation at the Annual Conference of National Association of Bilingual Education (NABE), Phoenix, AZ, January, 2006.
- “Teaching Foreign Languages: Art or Science.” Workshop at the professional development day for Asia’s Society’s international high school network, Staten Island, NY, November, 2005.
- “Challenges and Hopes for Teachers of Chinese as a Foreign Language in the U.S.” Keynote speech at the Annual Conference of the National Association of Chinese Schools in the U.S., Edison, NJ, August, 2005.
- “Project-Based Learning: Teaching College English.” Presentation at the National Institute for College English Teachers, Chengdu, China, July 2005.

- “Getting Certified as a Teacher of Chinese as a Foreign Language in NYS.” Presentation at the First World Chinese Conference, Beijing, June 2005.
- “Teaching English Pronunciation: Past and Present.” Keynote speaker at the Annual City-wide Conference for English Teachers in Shanghai. March, 2005.
- “Affective Factors in Working with English Language Learners.” Panel presentation at 2004 NY Statewide Asian Education Roundtable. March, 2004.
- “Teachers as Researchers: Needs and Ways.” Keynote speech at the International Conference on English Teaching Pedagogy, Shanghai, China. March, 2004.
- “Emotional Intelligence and English Language Learners.” Kickoff Conference of ESL Academy, NYC Department of Education, January, 2004.
- “ESL and Content Teachers: Collaboration, Mentoring, and Inquiry.” Paper presentation at NYS TESOL Annual Conference, Rye, NY, Nov. 2003. (With Dr. Helene Dunkelblau)
- “Emotional intelligences and its application to teaching second languages.” Workshop presentation at NYS TESOL Annual Conference, Rye, NY, Nov. 2003. (With Dr. Helene Dunkelblau).
- “Focus on Form in Second Language Classrooms.” Panel presentation at the 25<sup>th</sup> New York State Applied Linguistics Winter Conference, NYS TESOL, February 22, 2003.
- “Humanistic Approach to Teaching Foreign Languages.” Keynote speaker at the Annual Conference of Northeast Council of Teachers of Japanese. Japan Society, November 16th, 2002.
- “The Changing Winds in Teaching ESL Writing.” Lecture at 2002 National Summer Institute for College English Instructors, Shanghai, China, July 20, 2002.
- “Is Language Teaching an Art or a Science?” Lecture at Talenty Educational System, Shengyan, China, July 2, 2002.
- “A Comparison and Contrast of the Educational Systems in the U.S. and China.” Lecture at Talent Educational System, Shengyan, China, July 2, 2002.
- “Multiple Intelligences in Teaching Chinese as a Foreign Language.” Presentation at the Third International Conference on Chinese Pedagogy, Nanjing, China, June, 2002.
- “Teaching English Reading: Applying Research to Practice” Lecture series (4 lectures) at the 2001 National Summer Institute for College English Instructors, Shanghai China, July, 2001. Attendance: Over 2,000 college English instructors.
- “Teaching reading to college students”. Demo lesson at the National Summer Institute for College English Instructors, Shanghai International Studies University, China, July, 2001. Attendance: 500 college English instructors from colleges and universities in China.
- “Teaching language across content areas.” Lecture at Shanghai Teachers University, China, July, 2001.
- “Emotional intelligence in second language teaching” Annual New York State TESOL 2001 Annual Conference, Rye Brook, New York, November 2001
- “Language Through Music.” Presentation at Northeast Conference of the Teaching of Foreign Languages, New York, City, April, 2000.
- “Action Research in Teacher Professional Development.” Presentation at the Biennial Conference of Kappa Delta Pi, Baltimore, November, 1999.**
- “Teaching of Culture in a Foreign Language Classroom.” Presentation sponsored by the Chinese Language Teachers Association at the Annual Conference of American Council of Teaching Foreign Languages, Dallas, November, 1999.



***“Innovative Ways to Prepare ESL teachers to Meet the New State Regulations.” Panel of***  
 TESOL Program Directors at Institutions of Higher Education, NYS TESOL  
 Annual Conference, Melville, Long Island, October, 1999.

“Multiple Intelligences Theory and Its Implication to Teaching of Chinese in American  
 Chinese Schools.” Keynote speech at the Annual Staff Development  
 Conference, Hua Sha American Chinese School System, NJ/NY, August, 1999.

“Teaching English as a Foreign Language: Current Trends in Methodology.” Lecture at  
 Young Teachers Summer Institute, College of Foreign Languages, Shanghai  
 Teachers University, China, July, 1999.

“Learning Strategy Training in Second/ Foreign Language Classrooms.” Lecture at  
 National Institute of College English Instructors, Shanghai, China, July, 1999.

“Understanding Learning Styles in Second/Foreign Language Classrooms.” Lecture at  
 National Institute of College English Instructors, Shanghai, China, July, 1999.

“Professional Development for Asian Bilingual Teachers.” Panel presentation at New York  
 State  
 Asian Education Roundtable, New York, April, 1999.

“Multiple Intelligences Theory and Dram Techniques in Teaching Foreign Languages.”  
 Presentation at Northeast Conference of the Teaching of Foreign Languages, New York, City,  
 April, 1999.

“Using Drama to Create Language-Rich Classrooms.” Presentation at Annual TESOL  
 Conference, New, York, March, 1999.

“Language Learning Strategies: Getting to Know English Language Learners.” Professional  
 development workshop in Liberty High School, December 3, 1998.

“Language Learning Strategies: Awareness and Training.” Professional development workshops  
 in Murry Bertraum High School, November 23, 1998.

“Teaching Chinese as a Heritage Language: An Art or a Science.” Keynote speech at the Mid-West  
 Chinese School Teachers Institute, Chicago, November 21, 1998.

“Findings of a survey of 102 Chinese Language Schools.” Chinese Language Teachers  
 Association (CLTA), Chicago, at Annual Conference of American Council of Teaching Foreign  
 Languages (ACTFL), November 20-22, 1998.

“Multiple intelligence in foreign language classrooms.” Presentation at the Annual Conference of  
 American Council of Teachers of Foreign Languages (ACTFL), Chicago, November  
 20-22, 1998.

“Teaching Chinese as a Foreign Language: An Art or a Science.” Keynote speech at the National  
 Council of Association of Chinese Language Schools, Princeton, New Jersey, August  
 14-16, 1998.

“Multicultural Education in America.” Panel presentation at Multinational Institute of American  
 Studies, New York University, August, 1998.

“Stories student teachers tell.” Presentation at Northeastern Conference of Foreign Languages,  
 NYC, April, 1998.

- “An ESL overview: Approaches, methods and trends.” Keynote Speaker at Jose P ESL Training Conference sponsored by Office of Bilingual Services, District 75 Citywide Programs in conjunction with J 47 School for the Deaf, NYC, 1998.
- “Language acquisition, instruction, and testing -- Interactive relationships.” Panel presentation on TOEFL 2000, Annual Conference of International Association of Teaching English to Speakers of Other Languages, Seattle, 1998.
- “A cross cultural study of learning strategies.” Presentation at the Annual Conference of International Association of Teaching English to Speakers of Other Languages, Seattle, 1998.
- “Chinese community language schools: Needs for professional development.” Presentation at the 24th Annual Conference of the Association of Chinese Schools, April, 1997, Washington, D.C.
- “Interactive communication.” Presentation at the faculty colloquium, Department of Teaching and Learning, April, 1997.
- “ESL in bilingual content area classes.” Paper presentation at Annual Conference of Association of New York State Bilingual Education, April, 1997, Westchester, New York.
- "Whole language and Asian students." Paper presentation at the 1996 Annual Convention of International Teachers of English to Speakers of Other Languages (TESOL), 1996, Chicago.
- "ESL reading research and implications for classroom teaching." Lecture given at the Staff Development Workshop Series, Edison School District, 1996., New Jersey.
- "Multicultural education in American schools." Panel presentation at the New York University's American Studies Summer Institute, 1996.
- "Language diversity in American schools." Panel presentation at the General Session of New York City Regional Conference, New York State TESOL, 1996.
- "Value change: Chinese students in China and in the United States." Presentation at the New York University Annual Asian American Conference, 1996.
- "Recent research findings on L2 acquisition: Implications for classroom teaching." Presentation at the New York citywide staff development series, 1995.
- “Language learning strategies of College ESL students.” Presentation at the Annual Conference of NYS TESOL, 1995.
- "Common errors in English by Chinese ESL learners: Cross-linguistic comparisons of Chinese and English languages." Paper presentation, Annual Convention of National Association of Bilingual Education, 1995, Houston.
- "Second language acquisition research and bilingual/ESL learning." Paper presentation, Annual Conference of Chinese American Educational Research and Development Association, 1994, NYC.
- "Educational reform in American schools." Panel presentation, "Multicultural Education: Needs and Practices." Staff development workshop, Suffolk I BOCES, 1994, New York.

## **Robin Harvey**

[robin.harvey@nyu.edu](mailto:robin.harvey@nyu.edu)

[www.greenwichvillagechineseschool.com](http://www.greenwichvillagechineseschool.com)

Project for Developing Chinese Language Teachers, Coordinator,  
Assistant Training Specialist, Teaching and Learning, 2007-present  
Steinhardt School of Culture, Education and Human Development, New York University,  
<http://steinhardt.nyu.edu/dclt/>

Coordinator of this 3-year project funded by the Freeman Foundation. Working with NYU, independent and public schools and school districts to create and enhance Chinese Language programs and provide qualified teachers for these programs. Develop and provide professional development for Chinese teachers; provide guidance and mentoring for pre- and in-service Chinese teachers. Design and implement online resource center for Chinese teachers, including online Chinese and methods courses for teachers.

Greenwich Village Chinese School, Director & Founder, 2005-present  
[www.greenwichvillagechineseschool.com](http://www.greenwichvillagechineseschool.com)

In 2005, founded this afterschool program which provides afterschool and Saturday Mandarin Chinese programs to children from toddler through 8th grade. GVCS currently provides creative, immersion- style afterschool programs for three local schools in addition to our own classes and tutoring, all based on our own curriculum. All teachers work together on curriculum, planning, classroom management, and the myriad questions that arise daily in our teaching.

Village Community School, Chinese Teacher, 2007-2008  
Developed and taught first year of middle school Chinese program.

Chinese Teacher, Creator of Mandarin Chinese Afterschool Program. 2002 – 2004  
P.S. 41 Afterschool Program, W. 11<sup>th</sup> St, New York, N.Y.  
Created afterschool program curriculum and teach Mandarin Chinese program for grades K-5.

### Education

Masters of Arts, Teaching Foreign Language (Chinese).  
Steinhardt School of Education, New York University, January 2005. GPA: 3.95.

Georgetown University Graduate Studies Fellowship Recipient.  
Intensive studies in the Graduate School of History, National Chengchi University, Taipei, Taiwan; and National Taiwan Normal University Guoyu Zhongxin (Mandarin Training Center), 1983-1984.

Bachelor of Sciences, Chinese Language and Literature.  
School of Languages and Linguistics, Georgetown University, June 1983.  
Honors: Phi Beta Kappa, Cum Laude, “Special Award in Chinese.”

Member, Chinese Language Teachers Association – Greater New York, New York Task Force

on Chinese Language Initiatives (sponsored by Asia Society/China Institute).

#### Travel Industry Experience

InConTra, Inc., 2001-2007, Managed operations for Kiwanis International's 86<sup>th</sup> Annual Convention in Taipei (2001), and the 90<sup>th</sup> Convention in Honolulu (2005).

Sawhney Travel, Inc., Co-Owner and Manager, 1991-2002, Co-founded and managed the successful Sawhney Travel, Inc., handling such prestigious clients as the International Peace Academy and Pei Partnership Architects.

TBI Tours, a division of Japan Travel Bureau International.

Marketing Manager. 1991-1994, Handled marketing and advertising of tour programs across China, Asia and the South Pacific; designed and produced brochure; negotiated advertising/production contracts (saving over 50% of costs in first year on job); designed and marketed tours throughout China and Asia.

Group Sales Manager, 1989-1991, Supervised staff in designing, selling and operating special group tour products throughout China, Asia and South Pacific, including special interest tours, incentives and groups.

Shield International Meetings and Incentives, 1987-1989, Designed, sold and operated group incentive programs to Mexico and Caribbean.

Pacific Delight Tours, Manager, Conventions and Exhibitions Division, 1984-1987, Travel arrangements for travelers to Conventions and Exhibitions in China; managed operations on-site. groups as tour manager.

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# Budget Narrative

## Budget Narrative

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Budget Narrative Form

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## **Federal Funds**

### **Year 1: 2009-2010**

1. Personnel: **\$22,916**

Please note that a 4 percent raise is factored into the salary of **all** of the Personnel (except where noted) in the award, subawards, and matching funds.

Ms. Rebecca Smolar, Project Manager (35 percent) of her salary: **\$22,916**. She will lead weekly calls with Brockport and Cortland coordinators and others as needed to ensure project deadlines are met. She will create and oversee an online collaboration space for the faculty involved in the project. She will write the module training manual. She will communicate with the Chinese Language Review Board to ensure the online Chinese course development is satisfactory.

2. Fringe benefits: **\$9,778**

Fringe benefits for Ms. Smolar, Project Manager are 42.67 percent of her salary: **\$9,778**.

3. Travel: **\$1800**

Project Director, Lynne Rosansky to attend annual Title VI conference: **\$1800**

4. Equipment

5. Supplies: **\$1,700**

Books and periodicals to be used by Curriculum Development Faculty to develop the modules: **\$800**.

Resources to be used by the Assessment Team to create the original assessment rubric: **\$900**

6. Contractual: **\$88,905**



See Cortland and Brockport Sub-awards below.

Chinese Language Review Board Members (\$1000 x 3= **\$3000**): Dr He, Dr. Tang, and Ms. Harvey: In Year 1, the Chinese Review Board will work with the Chinese language course developer to design an effective online course that will focus on oral aspects of the language.

Outsider Evaluator: Dr. Cassandra Bryant: **\$9548**. Dr. Bryant will review the module assessments to ensure alignment with the evaluation plans. She will also work with the online Chinese language course developer to ensure alignment of assessments with the evaluations.

7. Construction

8. Other: **\$1200**

Web development costs: these costs will be used to develop the secure, online collaboration space for the Curriculum Development Faculty, Pilot Faculty, and the Assessment Team to communicate and post various versions and comment on experiences: **\$1200**

9. Total Direct Costs: **\$126,299**

10. Indirect Costs: **\$10,103**

11. Training Stipends

12. Total Costs: **\$136,402**

**Cortland Sub-award Year 1: \$37,971**

1. Personnel: **\$28,742**

Project Coordinator Dr. Skipper, 1 month of summer salary to coordinate the development of the curriculum modules with 10 Cortland Curriculum Development Faculty: **\$5742**

Wang Haiying, Chinese-Language On-Line Course Developer/Teacher to develop the online Chinese 101 and 102 courses: **\$3000**

Curriculum Development Faculty: Dr. Bhat to write the Nationalism and State Sovereignty module: **\$4000**; Dr. Cirimo to write the Sustainability module: **\$4000**; Dr. Curtis to write the Global Health Science module: **\$4000**; Dr. Johnston-Anumonwo to write the Global Demographics module: **\$4000**; Dr. Paul to write the Global Trade module: **\$4000**

2. Fringe Benefits: **\$5,244**

Project Coordinator, Dr. Skipper: 16 percent summer fringe rate: **\$919**

Wang Haiying, Chinese Language course developer/teacher: 37.5 percent fringe rate: **\$1,125**

Curriculum Development Faculty (16 percent summer fringe rate): Dr. Bhat: **\$640**; Dr. Cirimo: **\$640**; Dr. Curtis: **\$640**; Dr. Johnston-Anumonwo: **\$640**; Dr. Paul: **\$640**

3. Travel: **\$722**

Wang Haiying to Levin Institute (two days/one night): **\$722** (includes airfare, lodging, per diem)

5. Supplies: **\$450**

Supplies for Mandarin Chinese course developments: **\$300**

Office supplies: **\$150**

9. Total Direct: **\$35,158**

10. Indirect Costs: **\$2,813** (8 percent of total direct costs)

12. Total Costs: **\$37,971**

**Brockport Sub-award Year 1: \$38,386**

1. Personnel: **\$25,339**

Co-Coordinator Dr. Davila, one-half month summer salary to coordinate: **\$3021**. Dr. Davila will help develop the module parameters so that all 10 modules will have the same format.

Co-Coordinator Dr. Price, one-half month summer salary to coordinate: **\$3293**. In the first summer, Dr. Price will hold work with campus administration to prepare for the introduction of the learning communities for the development faculty.

Curriculum Developers Dr. Hasnat to write the Global Banking and Finance module: **\$4000**; Dr. Spiller to write the Technology and Globalization module: **\$4000**; Dr. Kaldor to write the Culture and Human Rights module: **\$4000**; Dr. Davila to write the Religion and Globalization module: **\$4000**.

Assessment Team Member Dr. Keiser to develop the module assessments (3 percent): **\$3,025**. Dr. Keiser will work with Dr. Barduhn and Dr. O'Callaghan (see Cortland subaward match) to develop an original assessment rubric for all students taking the modules and decide on a battery of known assessment tools for the Global Scholars Certificate Program (GSCP) participants.

2. Fringe Benefits: **\$4,054**

Co-Coordination (16 percent summer fringe) Dr. Price: **\$527** and Dr. Davila: **\$483**.

Curriculum Developers (16 percent summer fringe) Dr. Hasnat: **\$640**; Dr. Spiller: **\$640**; Dr. Kaldor: **\$640**; Dr. Davila: **\$640**.

Assessment Team Member Dr. Keiser: 16 percent fringe: **\$484**

5. Supplies: **\$150**

6..Videoconferencing unit to be used in the delivery of the online Chinese-language  
course: **\$6000**

9. Total direct cost: **\$35,543**

10. Indirect cost base: **\$2,843**

12. Total Costs: **\$38,386**

**Year 2: 2010-2011**

1. Personnel: **\$23,832**

Ms. Rebecca Smolar, Project Manager (35 percent) of her salary: **\$23,832**. In Year 2, Ms. Smolar will 1) Lead weekly calls with Brockport and Cortland coordinators to ensure project deadlines are met 2) Co-lead (with campus coordinators) two week-long summer conferences for Pilot Faculty and 3) Facilitate dialogue and communication amongst the Pilot Faculty vis-a-vie the online collaboration website and 4) Communicate with the Chinese Language Review Board to ensure smooth delivery of course assessments

2. Fringe benefits: **\$11,211**

Ms. Rebecca Smolar, Project Manager: 47.04 percent fringe: **\$11,211**

3. Travel: **\$4,495**

Project Director, Lynne Rosansky to attend annual Title VI conference: **\$1800**

Ms. Rebecca Smolar, Project Manager will attend two week-long training conferences for Pilot Faculty, one at Cortland and one at Brockport. Costs for airfare, hotel, and food: **\$2694**

4. Equipment

5. Supplies:

6. Contractual: **\$83,361 (See Cortland and Brockport Subaward Matches for the rest)**

Chinese Language Review Board Members Dr He: **\$1000**; Dr. Tang: **\$1000**; Ms. Harvey: **\$1000**.

In Year 2, the Review Board will assess student learning in the online Chinese 101 and 102 courses and make recommendations to improve the courses.

Evaluator Cassandra Bryant: **\$9,472**. Dr. Bryant will evaluate the effectiveness of the course modules, online Mandarin Chinese courses, and the 2 training sessions for Pilot Faculty.

7. Construction

8. Other: **\$4150**

Web development: **\$2400**. The web development fees will be used to upload new content, readings, and interactive features to the Globalization101.org website, which will serve as one of the key resource sites for the modules. Students taking the modules will be encouraged to participate in the site's blogs and join site discussions on international topics.

Mandarin Chinese Assessments (35 @ \$50 each) (20 in-person students and 15 online students):  
**\$1750**

9. Total Direct Costs: **\$127,049**

10. Indirect Costs (8 percent): **\$10,164**

11. Training Stipends

12. Total Costs: **\$137,212**

**Cortland Subaward Year 2: \$36,655**

1. Personnel: **\$27,767**

Coordinator Dr. Skipper, one month summer salary: **\$5,972**. Dr. Skipper will organize and co-lead the summer conference for Pilot Faculty and ensure campus readiness to pilot the modules.

10 Pilot Faculty to pilot one module each in their course: (1 wk summer 2010 salary @ \$58,000)/36) **\$15,795**

Wang Haiying, Mandarin Chinese Teacher teaches online Chinese 101 and 102: **\$6000**

2. Fringe: **\$5,823**

Dr. Skipper (16 percent rate): **\$955**

Ten Pilot Faculty (16 percent rate): **\$2527**

Wang Haiying (37.5 percent rate): **\$2340**

5. Supplies: **\$350**

Office Supplies: **\$150**

Materials to be used to build the online Chinese-language courses: **\$200**

9. Total Direct Costs: **\$33,940**

10. Total Indirect costs (8 percent): **\$2,715**

12. Total Costs: **\$36,655**



**Brockport Subaward Year 2: \$34,234**

**1. Personnel: \$27,326**

Co-Coordinator Dr. Price, one-quarter month summer salary: **\$3425**. Dr. Price will organize the 1-week summer conference, and ensure campus readiness to pilot the modules.

Co-Coordinator Dr. Davila, one-quarter month summer salary: **\$3142** Dr. Davila will co-lead the 1-week conference for curriculum Pilot Faculty.

Ten Pilot Faculty will pilot one 2-week module each in their course (1 wk summer 2010/2011 salary) **\$16,113**.

Classroom Technology Specialist (\$10/hr. \* 30 weeks \* 3 hrs./wk.): **\$1500**. The technology specialist will provide technology problem-solving during the online Mandarin Chinese classes.

Assessment Team Member Dr. Keiser (extra service): **\$3146**. Dr. Keiser will work with Dr. Barduhn and Dr. O'Callaghan (see Cortland subaward match) to carry-out and analyze the original assessment rubric for 20 courses teaching the 10 modules.

**2. Fringe Benefits: \$4222**

Co-Coordinator Dr. Price (16 percent): **\$548** and Co-Coordinator Dr. Davila (16 percent): **\$503**

Ten Pilot Faculty (16 percent): **\$2,578**

Classroom Technology Specialist (6 percent rate): **\$90**

Dr. Keiser: **\$503**

**5. Supplies: \$150**

**9. Total Direct Cost: \$31,698**

**10. Indirect Costs (8 percent): \$2,536**

**12. Direct Costs: \$34,234**

**Year 3: 2011-2012**

**1. Personnel: \$24,785**

Project Manager Rebecca Smolar (35 percent): **\$24,758**. Ms. Smolar will 1) Lead weekly calls with Brockport and Cortland coordinators and others to ensure project deadlines are met 2) Facilitate dialogue and communication amongst the Pilot Faculty vis-a-vie the online collaboration website and 3) Communicate with the Chinese Language Review Board to ensure smooth delivery of course assessments 4) Write the first draft of the grant-end report and the invitation for the Global Workforce Conference; 5) Write articles in magazines and education publications about the project 6) Oversee the application and the awarding of certificates in the GSCP.

**2. Fringe benefits: \$11,942**

Project Manager Rebecca Smolar (48.18 percent rate): **\$11,942**

**3. Travel: \$1800**

Title VI Annual meeting (Project Director attend annually): **\$1800**

4. Equipment

5. Supplies

**6. Contractual: \$71,292**

For rest of costs see Cortland and Brockport Subawards.

Chinese Language Review Board Members: Dr He: **\$1000**; Dr. Tang: **\$1000**; Ms. Harvey: **\$1000**. In Year 3, the Review Board will assess the online Chinese 101 and 102 courses and make final recommendations to improve the course design and delivery.

Outside Evaluator Dr. Bryant: **\$12,748**. The outside evaluator will assess the curriculum modules, online Mandarin Chinese courses, the GSCP, and the overall project.

7. Construction

8. Other: **\$9968**

Web Development: **2400**. Web development costs to upload and highlight the globalization curriculum, training video and training manual, and excerpts from the Global Workforce conference.

Module Training Video production: **\$3000**: to film, edit, and digitize a training video.

Global Scholars Evaluation Instruments: **\$2000**

Mandarin Chinese assessment tool (35 @ \$50): (20 in-person and 15 online students): **\$1750**

9. Total Direct Costs: **\$119,787**

10. Indirect Costs: **\$9,583**

11. Training Stipends

12. Total Costs: **\$129,370**

**Cortland Subaward Year 3: \$37,231**

1. Personnel: **\$22,211**

Coordinator Dr. Skipper, one month summer salary: **\$6,211**. Dr. Skipper will coordinate the edits to the curriculum modules and the edits to the online Mandarin Chinese courses.

Wang Haiying, Chinese-Language On-Line Course Developer/Teacher to teach two semesters of online Chinese (101 and 102): **\$6000**

Assessment Team Members (Dr. Barduhn and Dr. O'Callaghan) (\$5000 x 2): **\$10,000**. In Year 3, Cortland Assessment Team Members Dr. Barduhn and Dr. O'Callaghan will each be paid a \$5,000 stipend (plus associated fringe benefits) as recompense for their assessment efforts in support of project goals and objectives during all three years and as recompense for their Year 3 efforts in support of the Global Scholar Certificates activity. The Advisory Board will review the results of the evaluations and assessments of the 20 courses and make recommendations to finalize the 10 modules.

2. Fringe: **\$8302**

Coordinator Dr. Skipper (16 percent): **\$994**

Wang Haiying (37.5 percent) **\$2490**

Dr. Barduhn and O'Callaghan (\$2409 x2): **\$4818**

3. Travel: **\$3611**

5 Faculty to present at Global Workforce Conference: **\$3611** (includes airfare, lodging, and per diem.)

4. Equipment

5. Supplies: **\$350**

Office Supplies: **\$150**

Materials to be used to build the online Chinese-language courses: **\$200**

9. Total Direct Costs: **\$34,473**

10. Total Indirect Costs (8 percent): **\$2758**

12. Total Costs: **\$37,231**

**Brockport Subaward Year 3: \$18,313**

1. Personnel: **\$11,505**

Co-Coordinator Dr. Price, one-week of summer salary: **\$3527**. Dr. Price will ensure curriculum developers work together with the Pilot Faculty to edit the curriculum modules.

Co-Coordinator Dr. Davila, one-week summer salary: **\$3237**. Dr. Davila will coordinate the edits of the modules with the Faculty Advisory Board.

Chinese Classroom Technology Specialist (\$10/hr. \* 30 weeks \* 3 hrs./wk.): **\$1500**. The technology specialist will provide technology problem-solving during the class and will recruit with the technology department to solve any larger- technology problems that arise.

Assessment Team Member Dr. Keiser (extra service): **\$3241**. Dr. Keiser will work with Dr. Barduhn and Dr. O'Callaghan (see Cortland subaward match) to carry-out and analyze the original assessment rubric for 20 courses teaching the 10 modules. The Assessment Team will also carry out a battery of known teaching assessment on the GSCP participants.

2. Fringe Benefits: **\$1691**

Co-Coordinator Dr. Price (16 percent): **\$564** and Co-Coordinator Dr. Davila (16 percent): **\$518**

Chinese Classroom Technology Specialist (6 percent rate): **\$90**

Dr. Keiser (16 percent rate): **\$519**

3. Travel: **\$3611**

5 present at Global Workforce Conference at Levin in NYC: **\$3611** (includes travel, lodging, and per diem)

5. Supplies: **\$150**

9. Total Direct Cost: **\$16,957**

10. Indirect Costs (8 percent): **\$1356**

12. Total Costs: **\$18,313**

## **Non-Federal Funds: Matching**

### **Year 1: 2009-2010**

1. Personnel: **\$45,285**

Project Director Dr. Rosansky (15 percent): **\$33,656** Dr. Rosansky will write the Global Services Organizations Module and oversee the development of module framework (i.e. elements of the modules (syllabi, reading lists, lesson plans, etc...))

Levin IT Team (3.5 percent): **\$11,629**. The team will perform infrastructure analysis at 3 sites (Cortland, Brockport, Levin) to ensure readiness for online collaboration and content delivery of the online Mandarin Chinese courses. Levin IT will identify improvements in each site.

2. Fringe benefits: **\$19,323**

Project Director Dr. Rosansky (42.67 percent rate): **\$14,361** and Levin IT Team (42.67 percent rate): **\$4962**

3. Travel

4. Equipment

5. Supplies:

6. Contractual: **\$55,136 (See Cortland and Brockport Subaward Matches)**

7. Construction

8. Other: **\$600**

Conference Call facilitation: **\$600**. This item is a dedicated conference call line for weekly calls by Levin to coordinate the project.

9. Total Direct Costs: **\$120,344**.

10. Indirect Costs (8 percent rate): **\$9628**



11. Training Stipends

12. Total Costs: **\$129,972**

**Cortland Subaward Match Year 1: \$38,577**

**1. Personnel: \$25,040**

Coordinator Dr. Skipper, 15 percent academic year effort: **\$7,752**. In Year 1, Dr. Skipper will ensure project activities are carried out at Cortland, ensure Cortland's website and course catalogue have information on the GSCP and the modules. He will coordinate the recruitment of the Pilot Faculty with the Faculty Advisory Board.

Faculty Advisory Board Members (4 percent): Dr. Steadman: **\$1520**, Dr. Steck: **\$2718**, Dr. Fay: **\$2012**, Dr. Duncan: **\$1630**, Dr. Burwood (80 percent of salary as base): **\$1,640**. The Faculty Advisory Board will review applications to pilot the modules and will choose the Pilot Faculty, will review and approve the 10 modules and the assessment rubric.

Assessment Team Members (4 percent): Dr. Barduhn (no salary increments): **\$4023** and Dr. O'Callaghan (no salary increments): **\$3745**. The Assessment Team will develop an assessment rubric that will be individualized for each module, but testable across all modules.

**2. Fringe: \$10,679**

Dr. Skipper (42.67 percent rate): **\$3,307**

Faculty Advisory Board Members (42.67 percent): Dr. Steadman: **\$648**; Dr. Steck: **\$1159**; Dr. Fay: **\$858**; Dr. Duncan: **\$695**; Dr. Burwood: **\$1640**

Assessment Team Members (42.67 percent rate): Dr. Barduhn: **\$1716** and Dr. O'Callaghan: **\$1597**

**9. Total Direct Costs (lines 1-8): \$35,719**

**10. Indirect Costs 8 percent rate: \$2,858**

**12. Total Costs (lines 9-11): \$38,577**

## **Brockport Subaward Match Year 1: \$16,559**

### **1. Personnel: \$10,748**

Co-Coordinator Dr. Price, 5 percent academic year effort: **\$2,964**. Dr. Price will recruit Pilot Faculty, coordinating the establishment and functioning of the faculty learning communities for the Curriculum Development Faculty, ensure Brockport lists the online Chinese-language course and the GSCP.

Co-Coordinator Dr. Davila, 5 percent academic year effort: **\$2,719**. Dr. Davila will be responsible for inter-campus liaison, coordinating budgetary issues, and representing Brockport in consortium work on the project - including, Mandarin Chinese equipment needs, etc.

Faculty Advisory Board Members (4 percent): Dr. Wakefield: **\$1,499**; Dr. Ullman: **\$2925**; Dr. LeSavoy: **\$1,271**. The Faculty Advisory Board will review applications to pilot the modules and will choose the Pilot Faculty, will review and approve the 10 modules and the assessment rubric.

### **2. Fringe: \$4584**

Co-Coordinator Dr. Price (42.67 percent): **\$1265** and Co-Coordinator Dr. Davila (42.67 percent): **\$1,160**

Faculty Advisory Board Members (42.67 percent): Dr. Wakefield: **\$639**; Dr. Ullman: **\$979**; Dr. LeSavoy: **\$542**

### **9. Total Direct Cost: \$15,322**

### **10. Indirect Costs: (8 percent) \$1,227**

### **12. Total cost: \$16,559**

**Year 2: 2010-2011**

**1. Personnel: \$47,213**

Project Director Dr. Rosansky (12 percent): **\$35,002**. Dr. Rosansky will 1) Provide project updates to SUNY Central to begin the process of institutionalizing SUNY-wide the GSCP and the online Chinese-language courses 2) Provide project oversight for quality control.

Levin IT Team (3.5 percent): **\$12,211**. Levin IT will provide infrastructure support for the online language courses, including bandwidth and system hardware utilization and other relevant tasks to ensure stable Information Technology environment for online delivery and interaction.

**2. Fringe benefits: \$22,209**

Project Director Dr. Rosansky (47.04 percent rate): **\$13,172** and Levin IT Team (47.04 percent rate): **\$5,744**

3. Travel

4. Equipment

5. Supplies

6. Contractual: **\$58,617** (See Cortland and Brockport Subaward matches)

7. Construction

8. Other: **\$600**

Conference Call facilitation: **\$600**. This item is a dedicated conference call line for weekly calls by Levin to coordinate the project.

9. Total Direct Costs: **\$128,639**

10. Indirect Costs (8 percent): **\$10,291**

11. Training Stipends

12. Total Costs: **\$138,931**

**Cortland Subaward Match Year 2: \$40,866**

1. Personnel: **\$25,731**

Coordinator Dr. Skipper, 15 percent academic year effort: **\$8,062**. Dr. Skipper will ensure the smooth delivery of Chinese 101 and 102; ensure the smooth delivery of the 10 modules at Cortland and the delivery of the assessments. He will ensure Cortland continue to promote the GSCP. He will participate in weekly phone meetings about the progress of the project at Cortland.

Faculty Advisory Board Members (2.5 percent): Dr. Steadman **\$1580**; Dr. Steck: **\$2827**; Dr. Fay: **\$2093**; Dr. Duncan: **\$1695**; Dr. Burwood (80 percent of salary as base): **\$1706**. The Faculty Advisory Board will review the results of the evaluations and assessments of the 20 courses and make recommendations to improve the 10 modules.

Assessment Team Members (4 percent): Dr. Barduhn (no salary increments): **\$4023** and Dr. O'Callaghan (no salary increments): **\$3745**

2. Fringe Benefits: **\$12,108**

Dr. Skipper (47.04 percent rate): **\$3793**

Faculty Advisory Board Members (47.04 percent rate): Dr. Steadman: **\$744**; Dr. Steck: **\$1330**; Dr. Fay: **\$985**; Dr. Duncan: **\$798**; Dr. Burwood: **\$803**.

Assessment Team Members (47.04 percent rate): Dr. Barduhn: **\$1893** and Dr. O'Callaghan: **\$1762**. The Team will carry-out and analyze the original assessment rubric for 20 courses teaching the 10 modules.

9. Total Direct Costs: **\$37,839**

10. Indirect Costs (8 percent): **\$3027**

12. Total Costs: **\$40,866**

## **Brockport Subaward Match Year 2: 17,751**

### **1. Personnel: \$11,178**

Co-Coordinator Dr. Price, 5 percent academic year effort: **\$3082**. Dr. Price will arrange and coordinate meetings, intra-campus communications, coordinating the establishment and functioning of the faculty learning communities for the module development faculty Pilot Faculty, and make sure the GSCP is well promoted on campus.

Co-Coordinator Dr. Davila, 5 percent academic year effort: **\$2,828**. Dr. Davila will be responsible for inter-campus liaison, coordinating budgetary issues, and representing Brockport in consortium work on the project - including, Mandarin Chinese equipment needs, etc.

Faculty Advisory Board Members (2.5 percent): Dr. Wakefield: **\$1,559**; Dr. Ullman: **\$2387** and Dr. Le Savoy: **\$1322**. The Faculty Advisory Board will review the results of the evaluations and assessments of the 20 courses and make recommendations to improve the 10 modules

### **2. Fringe \$5258**

Co-Coordinator Dr. Price (47.04 percent): **\$1,450** and Co-Coordinator Dr. Davila (47.04 percent): **\$1,330**

Faculty Advisory Board Members Dr. Wakefield (47.04 percent): **\$733**; Dr. Ullman (47.04 percent): **\$1123** and Dr. Le Savoy (47.04 percent): **\$622**

### **9. Total Direct Cost: \$16,436**

### **10. Indirect Costs: (8 percent): \$1315**

### **12. Direct Costs: \$17,751**

### **Year 3: 2011-2012**

#### **1. Personnel: \$58,525**

Project Director Dr. Rosansky (12 percent): **\$36,402**. Dr. Rosansky will 1) Finalize the adoption by additional SUNY campuses of the GSCP and the online Mandarin Chinese courses; 2) Set the agenda for and lead the 1-day Global Workforce Conference; 3) Provide quality control for project and ensure all elements are responsive to needs of workforce.

Levin IT Team (3.5 percent): **\$12,699**. Levin IT will oversee the production of the training video and the online streaming of the Global Workforce Conference and help with technology problem-solving for the online Mandarin Chinese courses.

Conference Manager Ms. Lipton (6.5 percent): **\$9,423**. Ms. Lipton will coordinate the logistics for the Global Workforce Conference, including outreach to the media to attract press coverage of the event.

#### **2. Fringe benefits: \$28,197**

Project Director Dr. Rosansky (48.18 percent rate): **\$17,539** and Levin IT Team (48.18 percent rate): **\$6,119** and Conference Manager Ms. Lipton (48.18 percent): **\$4,540**

3. Travel

4. Equipment

5. Supplies

6. Contractual: **\$48,319** (See Cortland and Brockport Subawards)

7. Construction

8. Other: **\$600**



Conference Call facilitation: **\$600**. This is item is a dedicated conference call line for weekly calls by Levin to coordinate the project.

9. Total Direct Costs: **\$135,641**

10. Indirect Costs (8 percent): **\$10,851**

11. Training Stipends

12. Total Costs: **\$146,493**

**Cortland Subaward Match Year 3: \$29,895**

1. Personnel: **\$18,680**

Coordinator Dr. Skipper, 15 percent academic year effort: **\$8,384**. Dr. Skipper will ensure the smooth delivery of Chinese 101 and 102; ensure the smooth delivery of the 10 modules at Cortland and the delivery of the assessments. He will ensure Cortland continues to promote the GSCP. He will participate in weekly phone meetings about the progress of the project at Cortland. He will also ensure that information on the modules are posted on Cortland's website and included in new- teacher orientation packets.

Faculty Advisory Board Members (2.5 percent): Dr. Steadman: **\$1,643**; Dr. Steck: **\$2,940**; Dr. Fay: **\$2176**; Dr. Duncan: **\$1763**; Dr. Burwood (80 percent of salary as base): **\$1,774**. The Faculty Advisory Board will review the assessments and the evaluations and make final recommendations to the modules.

2. Fringe Benefits: **\$9001**

Dr. Skipper (48.18 percent rate): **\$4040**

Faculty Advisory Board Members (48.18 percent rate): Dr. Steadman: **\$792**; Dr. Steck: **\$1,416**; Dr. Fay: **\$1049**; Dr. Duncan: **\$849**; Dr. Burwood: **\$855**.

9. Total Direct Costs: **\$27,681**

10. Indirect Costs (8 percent rate): **\$2214**

12. Total Costs: **\$29,895**

## **Brockport Subaward Match Year 3: \$18,424**

### **1. Personnel: \$11,512**

Co-Coordinator Dr. Price, 5 percent academic year effort: **\$3,175**. Dr. Price will arrange and coordinate meetings, intra-campus communications, coordinating the faculty learning communities for Pilot Faculty and ensure continued listing of the GSCP and the online Mandarin Chinese courses.

Co-Coordinator Dr. Davila, 5 percent academic year effort: **\$2,912**. Dr. Davila will be responsible for inter-campus liaison, coordinating budgetary issues, and representing Brockport in consortium work on the project, coordinating the global workforce conference.

Faculty Advisory Board Members (3.5 percent): Dr. Wakefield: **\$1,605**; Dr. Ullman: **\$2,458**; Dr. LeSavoy: **\$1,362**. The Faculty Advisory Board will review the assessments and the evaluations and make final recommendations to the modules.

### **2. Fringe: \$5,547**

Co-Coordinator Dr. Price (48.18 percent): **\$1,530** and Co-Coordinator Dr. Davila (48.18 percent): **\$1,404**

Faculty Advisory Board Members (48.18 percent): Dr. Wakefield: **\$773**; Dr. Ullman: **\$1,184**; LeSavoy: **\$656**

### **9. Total Direct Cost: \$17,059**

### **10. Indirect Costs: (8 percent) \$1,365**

### **12. Direct Costs: \$18,424**