

Sharon L. Russell, Ph.D., M.Ed.

Promotion and Tenure Summary Grid

<u>Semester, Year</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Service</u>
<p><u>SUNY: SUNY New Paltz</u></p> <p><u>AU: Ashland University</u></p>	<p>*CBC- Course by Conferen ce VOLC- Virtual Classroo m A or X – Ashland Campus</p> <p>ODE- Ohio Departm ent of Educatio n</p> <p>CAEP – Council for the Accredit ation of Educator Preparat ion</p>	<p>ILA – International Literacy Association</p> <p>ACRI – Adolescent Critical Reading Intervention</p> <p>MRA – Michigan Reading Association</p> <p>OLA – Ohio Literacy Association</p>	<p>( College of Education and Department, National/State, Community)</p> <p>ODE - Ohio Department of Education</p> <p>CAEP - COE Accrediting Organization</p>

<p><b>Spring 2025</b></p>	<p><b>SUNY</b> LED 512 LED 740 LED 745 LED 780</p> <p><b>AU</b> EDUC 780</p>		
<p><b>Fall 2024</b></p> <p><b><u>New Appointment</u></b> <b><u>SUNY New Paltz</u></b> <b><u>Associate Professor of Literacy</u></b></p>	<p><b>SUNY</b> LED 512 LED 528 LED 740 LED 745</p> <p><b>AU</b> EDCI 580 EDCI 715</p>	<p>AURWC - Year 6</p>	<p>Literacy Committee</p> <p>Organizer and Participant in Academic Writers Group (Year 4)</p>
<p><b>Summer, 2024</b></p>	<p><b>SUNY</b> LED 512 LED 757</p> <p><b>AU</b> EDCI 523 EDCI 561 EDCI 663 EDCI 664 EDCI 594 EDCI 564</p>	<p>Russell, S.L. (2024). Chapter 3 Ancillary Materials [Supplementary Materials] In Russell, S.L., (2023) <i>The landscape of expository comprehension: Teaching non-fiction text processing</i>. Kendall Hunt/Innovative Ink.</p>	

<p><b>Spring, 2024</b></p>	<p>EDEC31 EDCI 60 EDCI 64 EDCI 63 EDCI 66 EDEC 67 EDCI 62</p>	<p style="text-align: center;"><u>Solicited Presentation</u></p> <p>Russell, S.L., &amp; Scott-Roller, J. (2024). <i>Using critical questioning to improve informational text comprehension</i>. Kendall Hunt. <a href="https://www.youtube.com/watch?v=GwV754UYNEU">https://www.youtube.com/watch?v=GwV754UYNEU</a></p> <p style="text-align: center;"><u>Conference Presentations</u></p> <p>Russell, S.L., &amp; Ohney, H. (2024, March). <i>The Amazing World of Children's Non-Fiction, Mentor Texts, and Writing Instruction: Discovering new Joys Through the Voices of College Students</i> [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Lansing, MI.</p>	<p>Literacy Program Director (Year 2/ Year 5)</p> <p>SoR Task Force</p> <p>AU/COE Stakeholders Literacy Committee</p> <p>COE Curriculum Committee (Year 4)</p> <p>Chair, COE Literacy Committee (Year 5)</p> <p>AURWC Small Group Coach (Year 3)</p> <p>AURWC Write on Site Facilitator (Year 3)</p> <p>AU Assessment Committee (Year 1)</p> <p>Faculty Development Committee (Year 3)</p> <p>Faculty Senate Graduate Council (Year 4)</p> <p>Organizer and Participant in Academic Writers Group (Year 3)</p> <p>International Literacy Association Member</p>
<p><b>Fall, 2023</b></p>	<p>EDEC 323 EDCI 523 EDCI 580 EDCI 715 EDCI 663 EDCI 561</p>	<p style="text-align: center;"><u>Solicited Presentation</u></p> <p>Owens, J.R, Randall-Griffiths, D., Russell, S.L., Stanislo, K.J., &amp; Zatepilina-Monacell, O. (2023, November 7). In D. Randall-Griffiths (Chair). <i>Narrative and Grief: Autoethnographies of Loss: Book Reading and Discussion</i>. Presented at the Symposium Against Indifference, Ashland University.</p> <p style="text-align: center;"><u>Conference Presentations</u></p>	<p>Literacy Program Director (Year 1/ Year 5)</p> <p>COE Search Committee Member</p> <p>COE Curriculum Committee (Year 4)</p> <p>Chair, COE Literacy Committee (Year 5)</p> <p>AURWC Small Group Coach (Year 3)</p>

		<p>Russell, S.L., (2023, October). <i>Seeing Long-Term: Equalizing the Playing Field by Increasing Students' Access to Non-fiction Text: Using Text Structure and Critical Questioning to Bridge Informational Reading and Writing</i> . [Conference Presentation] Michigan Council of Teachers of English (Submitted for review).</p> <p style="text-align: center;">AURWC - Year 5</p>	<p>AURWC Write on Site Facilitator (Year 3)</p> <p>AU Assessment Committee (Year 1)</p> <p>Faculty Development Committee (Year 3)</p> <p>Faculty Senate Graduate Council (Year 4)</p> <p>Organizer and Participant in Academic Writers Group (Year 3)</p> <p>International Literacy Association Member</p> <p>Ohio Reading Association Member</p> <p>Michigan Reading Association Member</p>
<b>Summer, 2023</b>	<p>EDCI 523CBC EDCI 561 EDCI 663 EDCI 664 EDCI 594 EDCI 567</p>	<p style="text-align: center;"><u>Conference Presentation</u></p> <p>Russell, S.L. (2023, July) <i>Apprenticing adolescent readers: developing social agency through effective text processing strategies</i>. [Conference Presentation]Eighteenth International Conference on Interdisciplinary Social Sciences, Oxford, England</p>	<p>Summer Literacy Program Director (Year 1)</p> <ul style="list-style-type: none"> <li>Aligned graduate literacy rubrics with CAEP and ODE language and crosswalked all syllabi.</li> </ul>

<p><b>Spring, 2023</b></p>	<p><b>EDEC</b></p> <p>EDEC32 526 VOLC EDCI 0</p> <p>EDCI 664 CBC EDCI 567 CBC EDEC 566CBC EDCI 312/564 CBC EDCI 523 CBC</p> <p><u>course Peer Review -</u></p> <p>EDCI 523- Dr. Cathryn Chappell</p>	<p><u>Publications – Article</u></p> <p>Russell, S.L. (2023). Meeting early literacy needs post-pandemic: Maximizing the power of early reading texts. <i>Journal of Education and Training Studies</i>, 11(2), 20-34.</p> <p><u>Publications – Books</u></p> <p>Russell, S.L. (2023). <i>The landscape of expository comprehension: Teaching nonfiction text processing</i>. Kendall Hunt: Innovative Ink.</p> <p>Russell, S.L., Scott-Roller, J. (2023). <i>Critical reading for college: Thinking with non-fiction text</i>. Kendall Hunt.</p> <p><u>Publications- Book Chapter</u></p> <p>Russell, S.L. (2023). Honoring mom: Layers of a daughter’s grief. In D Randall-Griffiths &amp; P. English-Schneider (Eds.) <i>Narrative and grief: Stories of loss</i>. (pp. 45-56). Lexington Books.</p> <p><u>Conference Presentations</u></p> <p>Russell, S.L. (2023, March 17-20). <i>Using critical questioning to improve informational text comprehension</i>. [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.</p> <p>Russell, S.L., Renna, M., &amp; Garvelink, S. (2023, March 17-20). <i>From intervention to project-based learning with culturally relevant text</i>. [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.</p> <p>Russell, S.L, Scott-Roller, J. (2022, October 19). <i>Two sides of the coin: The importance of integrating reading and writing in correctional education</i>. [Conference Presentation]. Ashland University</p> <p><u>Two Book Signings - Author’s Garden Michigan Reading Association Conference</u></p>	<p>Acting Director, COE Literacy Program (Year 4).</p> <p>CAEP Pre-Visit Review – Programming and Data Analysis (Graduate and Undergraduate)</p> <ul style="list-style-type: none"> <li>● Participated in CAEP related meetings</li> <li>● Provided all requested CAEP related documents</li> <li>● Aligned graduate literacy rubrics with CAEP RA standards</li> <li>● Determined graduate program assessment goals</li> <li>● Began work on aligning graduate literacy rubrics with CAEP and ODE language.</li> </ul> <p>COE Curriculum Committee (Year 3)</p> <p>Chair, COE Literacy Committee (Year 4)</p> <p>AURWC Small Group Coach (Year 2)</p> <p>AURWC Write on Site Facilitator (Year 2)</p> <p>Faculty Development Committee (Year 2)</p> <p>Faculty Senate Graduate Council (Year 3)</p> <p>Faculty Senate Alternate (Year 1- did not need to serve)</p> <p>Participation in Graduate Student Orientations.</p> <p>Organizer and Participant in Academic Writers Group (Year 3)</p>
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<p><b>Fall, 2022</b></p>	<p>EDEC 23 RCTLC</p> <p>EDEC 3X</p> <p>EDCI 523</p> <p>EDCI 580</p> <p>EDCI 715</p> <p><u>Course</u> <u>Peer Review</u></p> <p>EDCI 594 – Dr. Maria Sargent</p>	<p><i>The Landscape of expository comprehension: Teaching non-fiction text processing.</i></p> <p>Saturday, March 18, 2023 Sunday, March 19, 2023 <a href="https://sites.google.com/view/mra23/home-sch-educles/authors-garden?authuser=0">https://sites.google.com/view/mra23/home-sch-educles/authors-garden?authuser=0</a></p> <p style="text-align: center;"><u>Reviewing</u></p> <p style="text-align: center;"><u>AERA Open First and Second Reviewer</u></p> <p style="text-align: center;"><i>Civic online reasoning across the curriculum: Developing and testing the efficacy of digital literacy lessons. (Decision to Accept)</i></p> <p style="text-align: center;"><u>Narrative and Grief Book Chapter Review</u></p> <p style="text-align: center;"><i>father, scholar, and co-victim: My son's death by police homicide. (Decision to Accept)</i></p> <p style="text-align: center;">AURWC - Year 4</p>	<p>Essay Reader: Outstanding Graduate Student Award, December Commencement</p> <p>Experienced Faculty Panel: New Faculty Orientation, Aug. 2022</p> <p>Peer Review: Dr. Cathryn Chappell</p> <p>International Literacy Association Member</p> <p>Ohio Reading Association Member</p> <p>Michigan Reading Association Member</p>
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<p><b>Summer, 2022</b></p>	<p>EDEC 523 EDEC 567 EDEC 663 EDCI 664 EDCI 594</p>	<p style="text-align: center;"><u>Professional Development</u></p> <p>ACRI Intervention Professional Development Institute</p> <ul style="list-style-type: none"> <li>Carman Ainsworth School District, Flint, MI</li> </ul>	<p>ODE State Evaluation (graduate and undergraduate)</p> <ul style="list-style-type: none"> <li>Participated in meetings to determine appropriate course placement for state required modules.</li> </ul>
<p><b>Spring 2022</b></p>	<p>EDEC 323A EDEC 323 VOLC EDCI 392 EDEC 567 EDCI 523 EDCI 664 EDUC 780</p> <p><u>Course Peer Review</u> EDEC 323- Dr. Fred Burton</p>	<p style="text-align: center;"><u>Publications- Articles</u></p> <p>Russell, S.L, Ramdoss, S.T., &amp; Harbison, A.L. (2022). Promising text structure reading intervention will benefit from increased rigor regarding texts used and research methodologies. <i>Evidence-Based Communication Assessment and Intervention</i>, 16 (1), 10-16. <a href="https://doi.org/10.1080/17489539.2022.2059374">https://doi.org/10.1080/17489539.2022.2059374</a></p> <p>Russell, S.L. (2022, February 23). <i>Expert answers to common questions about becoming a teacher</i>. Guide to earning a California teaching credential. <a href="https://study.com/resources/earning-a-california-teaching-credential#sharon-russell">https://study.com/resources/earning-a-california-teaching-credential#sharon-russell</a> [invited contribution].</p> <p style="text-align: center;"><u>Solicited Presentation- Interview with Michigan State University Outreach</u></p> <p>Jackson, S. ( 2022, March 30). <i>Eloquent Educators: In the spirit of Women’s History Month. Interview with Dr. Sharon L. Russell</i>. Michigan State University, College of Education, Office of K-12 Outreach. Video Recording. <a href="https://www.youtube.com/watch?v=xli7yixZqpe">https://www.youtube.com/watch?v=xli7yixZqpe</a></p> <p style="text-align: center;"><u>Submitted, Under Review</u></p>	<p>ODE State Evaluation (Graduate and Undergraduate)</p> <ul style="list-style-type: none"> <li>Aligned ODE standards with Professional Competency assessments (13 licensure courses)</li> <li>Created narrative to accompany crosswalk alignment</li> </ul> <p>Wallace Grant Course Review: EDFN 504.</p> <p>Acting Director, COE Literacy Program (Year 2).</p> <p>Reviewed Graduate Hall of Fame Candidates</p> <p>Began Collaborative design of a college level critical reading course</p> <p>Committee Member: Common Indicators System Network through Deans for Impact (Year 1)</p> <p>COE Curriculum Committee (Year 2)</p> <p>Chair, COE Literacy Committee (Year 3)</p> <p>AURWC Write on Site Facilitator (Year 1)</p> <p>AURWC Small Group Coach</p>

<p><b>Fall 2021</b></p>	<p>EDCI 323A EDCI 323 VOLC EDCI 392 EDCI 523 EDCI 580 EDCI 715</p> <p><u>Course Peer Review</u></p> <p>EDCI 580- David Karl, M.Ed.</p>	<p>Russell, S.L., &amp; Miller, J. (2020). <i>It's not what we teach, but how we teach it: Uncovering the Myths of Primary Reading Instruction</i>.</p> <p style="text-align: center;"><u>Invited Book Chapter- Submitted</u></p> <p>Working Title: Lenses on a Life – My Mother’s Multi-Layered Lessons. To appear in: <i>Narrative and Grief: Stories of Loss</i>. Patricia English-Schneider and Deleasa Randall-Griffiths (Eds). [Book prospectus submitted for review]</p> <p style="text-align: center;"><u>Book Prospectus Proposal Submitted for Review</u></p> <p>Russell, S.L. (2021) <i>The Landscape of Expository Comprehension: How We Need to Think About Reading Instruction</i> (working title)</p> <p style="text-align: center;"><u>Michigan Reading Association Submitted Proposal [not accepted]</u></p> <p>Russell, S.L., Joavai, C., Opsommer, H., Renna, M. <i>Efficacy, Voice, and Community: Inviting Marginalized Adolescents into the Conversation</i> [Michigan Reading Association Conference Submitted Proposal]</p> <p style="text-align: center;"><u>AERA Open Reviewer</u> <i>Civic online reasoning across the curriculum: Developing and testing the efficacy of digital literacy lessons</i> (Decision to reject)</p> <p style="text-align: center;"><u>Professional Development</u></p> <p>ACRI Follow-Up Day 1: Claim and Argument, Muskegon Area Intermediate School District</p> <p>ACRI Follow-Up Day 2: Transition to Textbooks, Muskegon Area Intermediate School District</p> <p style="text-align: center;">AURWC Year 3</p>	<p>(Year 1)</p> <p>Faculty Welfare Committee (Year 1)</p> <p>Faculty Senate Graduate Council (Year 2)</p> <p>Participation in Graduate Student Orientations.</p> <p>Organizer and Participant in Academic Writers Group (Year 2)</p> <p>Essay Reader: Outstanding Graduate Student Award, December Commencement</p> <p>Peer Review: Dr. Eric Kormos</p> <p>Peer Review: David Karl, M.Ed.</p> <p>International Literacy Association Member</p> <p>Michigan Reading Association Member</p> <p>Ohio Reading Association Member</p> <p>Volunteer: Michigan Regional Cat Rescue</p>
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<p><b>Summer 2021</b></p>	<p>EDEC 567 EDEC 663 EDCI 523 EDCI 594 EDCI 664</p>	<p style="text-align: center;"><u>Professional Development</u></p> <p style="text-align: center;">ACRI Intervention Professional Development Institute</p> <ul style="list-style-type: none"> <li>● Detroit Academy of the Arts and Sciences, Detroit, MI</li> <li>● Carman-Ainsworth Community School District, Flint, MI</li> <li>● Muskegon Area Intermediate School District, Muskegon, MI</li> </ul> <p style="text-align: center;">ACRI Content Area Literacy Training: Teaching with Text Structure, Detroit Academy of the Arts and Sciences</p> <p style="text-align: center;">ACRI Assessment and Data Collection Training, Carman-Ainsworth Community Schools</p> <p style="text-align: center;">ACRI Assessment and Data Collection Training, Detroit Academy of Arts and Sciences</p>	
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<p><b>Spring 2021</b></p>	<p>EDEC 323 A EDEC 323 VOLC EDCI 392 EDCI 523 EDCI 664 (CBC) EDCI 715 (CBC) EDUC 780</p> <p><u>Course Peer Reviews</u></p> <p>EDUC 780- Patricia Farrenko pf, M.Ed.</p>	<p style="text-align: center;"><u>Solicited Presentations</u></p> <p>Russell, S.L., Miller, J. (October, 2020). <i>Spanning the Gamut: Effective Strategies for Increasing Adolescent Disciplinary Literacy.</i> [ILA Next Virtual Conference].</p> <p style="text-align: center;"><u>Manuscript Submitted, Not Accepted</u></p> <p>Russell, S.L., &amp; Miller, J. (2020). <i>It's not what we teach, but how we teach it: Uncovering the Myths of Primary Reading Instruction.</i></p> <p style="text-align: center;"><u>Research</u></p> <p>Approved HSRB: Pre- and In-Service Teachers' Attitudes and Abilities with Non-Fiction Reading Instruction.</p> <p style="text-align: center;"><u>Professional Development</u></p> <p>ACRI Literacy Coaching – Detroit Academy of Arts and Sciences, Detroit, MI</p> <p style="text-align: center;">AURWC Year 2</p>	<p>Acting Director, COE Literacy Program (Year 1)</p> <p>COE Curriculum Committee (Year 1)</p> <p>Chair, COE Literacy Committee (Year 2)</p> <p>Faculty Senate Graduate Council (Year 2)</p> <p>Worked with Vinyl.com marketing to produce a reading and literacy video for the graduate literacy programs</p> <p>Worked with Adjuncts to align literacy courses with a virtual model.</p> <p>Teamed with literacy adjuncts to create a standardized COE assessment rubric for EDEC 361</p> <p>Instituted “Slashed Curriculum” syllabi and course proposals to align undergraduate literacy curriculum with bachelor’s plus curriculum</p> <p>Participated in DSAP meetings with Blackboard Team. Volunteered to Preview Blackboard ULTRA</p> <p>Conducted Graduate Literacy Program Audit and Implemented Graduate Literacy Course Rotations</p> <p>Teamed with Pat Farrenkopf to create the Professional Writing Module of the redesigned EDUC 501 course.</p> <p>Spring, 2020 Curriculum Development, Teacher Education Department- Middle Grades and AYA</p> <ul style="list-style-type: none"> <li>● All P-5 Syllabi Updated and aligned with CAEP Standards</li> </ul>
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<p><b>Fall 2020</b></p>	<p>EDEC 323 EDCI 392 EDEC 567 EDEC 663 (CBC) EDCI 523 EDCI 715</p>	<ul style="list-style-type: none"> <li>● Designed Professional Competencies for Each Middle Grades/AYA Literacy Course.</li> <li>● Created Standards and Assessment Crosswalk across Middle Grades/AYA Literacy courses</li> <li>● Redesigned EDCI 312</li> <li>● Redesigned EDCI 392</li> <li>● New Course Design: EDEC 446</li> <li>● Designed Professional Competencies for Each P-5 Literacy Course.</li> <li>● Created Standards and Assessment Crosswalk across Middle Grades/AYA courses</li> </ul>
	<p><u>*Course Peer Reviews</u> EDCI 392 – Judith Miller, M.Ed.</p>	<p>Instituted, Organize and Participant in Academic Writers Group for a few AURWC Colleagues (Year 1)</p>
	<p>EDEC 567- Dr. Robert Thiede</p>	<p>Peer Course Review: Dr. Robert Thiede</p> <p>Peer Course Review: Patricia Farrenkopf, M.Ed.</p> <p>Peer Course Review: Dr. Fred Burton</p> <p>International Literacy Association Member</p> <p>Michigan Reading Association Member</p>

<b>Summer 2020</b>	EDEC 567 EDEC 663 EDCI 523 EDCI 561 EDCI 664		
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<p><b>Spring 2020</b></p>	<p>EDEC 323 EDEC 566 EDEC 567 EDEC 611 (CBC) EDEC 663 (CBC) EDCI 523</p>	<p><u>International Literacy Association Accepted Presentation Proposals</u></p> <p>Russell, S.L., Josvai, C., Opsmmer, H., Renna, M (2019). <i>Efficacy, Voice and Community: Re-Positioning At-Risk Adolescents in Relationship to Content Area Text</i> [Cancelled due to COVID]</p> <p>Russell, S.L., Miller, J. (2019). <i>Uncovering the Myths- Why I'm Not a Reader. Pre-Service Teachers' Attitudes and Abilities with Non-Fiction Literacy Instruction.</i> [Cancelled due to COVID]</p> <p>*Russell, S.L., Miller, J. (2019). <i>Spanning the Gamut: Effective Strategies for Increasing Adolescent Disciplinary Literacy.</i> [cancelled due to COVID]</p> <p>*Russell, S. (2019). <i>Non-Fiction Comprehension through Critical Questioning and Text Structure.</i></p> <p>*Conference Chair requested I choose between the last two. I chose Russell &amp; Miller)</p> <p><u>Research</u></p> <p>Completed Ashland University HSRB Certification</p> <p>Completed CITE FERPA Training Completed Title IX Training Approved HSRB: Pre- and In-Service Teachers' Attitudes and Abilities with Non-Fiction Reading Instruction.</p> <p><u>Professional Development</u></p> <p>ACRI Intervention Professional Development Institute, Detroit Academy of the Arts and Sciences, Detroit, MI</p> <p>ACRI Literacy Coaching, Detroit Academy of the Arts and Sciences, Detroit, MI</p>	<p>Fall 2019 Undergraduate Curriculum Development, Teacher Education Department: P-5 Undergraduate Program Re-Design and Alignment with CAEP Standards. (Fall 2019)</p> <ul style="list-style-type: none"> <li>● Participated in CAEP related committee meetings and CAEP Visit</li> <li>● Instituted Standing Literacy Committee Including Community Stakeholders (local educators)</li> <li>● All P-5 Syllabi Updated and aligned with CAEP Standards</li> <li>● Created Standards and Assessment Crosswalk across P-5 courses</li> <li>● Redesigned EDEC 323</li> <li>● New Course Design: EDEC 446</li> <li>● Designed Professional Competencies for Each P-5 Literacy Course.</li> </ul> <p>Established relationships with Adjunct Instructors in Literacy.</p> <p>Worked with field placement office to align coursework with field observations and to better serve our transfer students.</p> <p>Networked with Jim Powell and presented ACRI intervention and Research base to Founders School Directors.</p> <p>Spring 2020, Department of Doctoral Studies and Advanced Programs: Graduate Curriculum Development:</p> <ul style="list-style-type: none"> <li>● Aligned M.Ed. in Literacy with the ODE Reading Endorsement</li> <li>● Redesigned the M.Ed. in Literacy for Current Relevance</li> <li>● Course Design- EDUC 780: Literacy Capstone</li> </ul>
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<p><b>Fall 2019</b></p> <p><b><u>New Appointment:</u></b> <b><u>Shland University</u></b> <b><u>Assistant Professor</u></b> <b><u>of Literacy</u></b></p>	<p>EDEC 262A EDEC 262B EDEC323 EDEC 361 EDEC 663</p> <p><u>Course Peer Review</u> EDEC 663- Dr. Cathryn Chappell</p>	<p>AURWC member, Year 1</p>	<ul style="list-style-type: none"> <li>● Course Design- EDCI 594</li> <li>● Course Design- EDCI 580</li> <li>● Updated all graduate literacy syllabi</li> <li>● Aligned graduate literacy syllabi with CAEP/ InTASC, ODE and International Literacy Association Standards</li> <li>● Designed or Updated Professional Competency Assessments for all courses</li> </ul> <p>Designed the Literacy Section of the Graduate Student Organization on Blackboard Learn</p> <p>Held Designed and led an orientation for all current and new graduate students to a) Overview changes to the new M.Ed. b) Compare new and old programming, and c) aid current students to determine which program track best suited their needs.</p> <p>Graduate Student Letter - wrote letter to all literacy graduate students who were not enrolled to introduce myself and explain upcoming changes</p> <p>Chair- Search Committee for Professional Instructor in Literacy</p> <p>Participation in Graduate Student Orientations</p> <p>Worked with Adjuncts and Field Office to align literacy courses with a virtual model.</p> <p>Faculty Senate Graduate Council (Year 1)</p> <p>International Literacy Association Member</p> <p>Michigan Reading Association Member</p>
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			Volunteer: Crafty Cat Rescue, Ann Arbor, MI.
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**\*Course by Conference Syllabi are included for each year, but do not receive student evaluations because there are too few participants.**

**\*Because I was mistakenly informed that I only needed one peer review per year, I only have one for 2019-2020. On the advice of my mentor, Dr. Cathy Chappell, I requested two peer reviews Fall, 2020 to compensate.**