1. **A List of Courses Taught and the Overall Evaluation Rating for Each Course**

Since my arrival at Louisiana Tech University in 2007, I have been involved predominantly with the developmental writing course and the freshman composition classes. I have taught 35 sections of English 099 and 10 sections of English 101.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>COURSE</th>
<th>NUMBER OF SECTIONS</th>
<th>OVERALL TEACHER EVALUATION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>099 Preparation for College English</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>101 Freshman Composition</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>099 Preparation for College English</td>
<td>6</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>101 Freshman Composition</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>099 Preparation for College English</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td></td>
<td>101 Freshman Composition</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>099 Preparation for College English</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>099 Preparation for College English</td>
<td>8</td>
<td>3.9</td>
</tr>
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</table>
2. A STATEMENT OF YOUR BELIEFS CONCERNING THE IMPORTANCE OF
TEACHING, RESEARCH AND COMMUNITY/UNIVERSITY SERVICE TO THE
OVERALL MISSION OF THE UNIVERSITY

In a recent paper, one of my students wrote that the college experience is a time
where life and education meet. I was touched by this observation, for it reflected my
own beliefs that a university is a microcosm of society, and as such all our departments
and classrooms reflect the gamut of issues that arise when a diverse group of people
are brought together. In an environment such as this, which is found at Louisiana Tech, I
have come to realize that it is necessary for me to understand literacy in a number of
different ways.

First of all, as a language instructor, my main focus is of course to help my students
gain confidence and fluency in their written skills. I coordinate and teach
developmental English classes and have also taught on the freshman composition
course. In the main, my teaching involves working with and advocating for students
who are in need of extra support with their English—many are first generation university
students, others are non-traditional students, while others have English as their second
language; all of these learners are trying to strengthen their literacy skills in order to be
successful in Tech’s challenging and fast-paced environment. I feel that it is my
responsibility to find interesting and stimulating ways to motivate my students to write.
Therefore, I am constantly aware of the need to research new ideas and methods of
teaching in order to support my students’ learning.

Secondly, it is vital for me to help my students to cross the bridge into the world of
academic literacy. This is a world that has its own norms and discourse. Every student at
the university will need to grasp an understanding of the language demands of their
chosen course of study. The English classroom is a forum for Tech’s freshmen students to
explore their new environment in this way, but for many, especially those in the
preparation for college English classes, it is also a place where they can be supported
as they attempt to make this transition. Much of my work with these learners involves
the creation of scaffolding strategies, which help them expand their critical thinking
and communication abilities.

Additionally, with a background in multiculturalism and as an educator who has
worked in a number of international and diverse settings, I am aware of the importance
of the skills that come with cultural literacy. Louisiana Tech’s students are increasingly
diverse and this is reflected in the multilevel population that I teach. It is my intention to
create an equitable learning environment so that all of my students will be able to learn
to the best of their ability. In order to achieve this, I have to strive to adapt my
methodology and teaching strategies and stay up-to-date with developments in my
field. Furthermore, I have also found it necessary to create opportunities for my
students to have cross-cultural experiences within the classroom. I have learned that I
cannot take it for granted that my students will know how to approach one another to
discuss their different cultures. This is not a natural skill for many people. However, the writing classroom is an ideal place for students to navigate perceived differences and open the channels of cross-cultural communication. As they collaborate together and support each other in their writing challenges, students learn more about each other’s backgrounds, ways of thinking and approaches to a task. It is this environment that often also gives them the courage to take risks with their language.

Finally, my interest in the students does not begin and end in the classroom. My work here at Louisiana Tech has brought me to a sense of community literacy - a deeper knowledge of both the Tech family and the wider Ruston community. My coordinator’s position has enabled me to establish closer links with colleagues not only in my department, but also with those in other offices in the university such as the Academic Support Center, the Writing Center, the Athletics Department and the International Student Office. These offices represent the places that my students will go to for information and assistance. From this relationship I feel that we all have a clearer understanding of what the other does, and as a result, we have been able to support individual students far better. In addition, I feel that it is very important to be available to colleagues and campus organizations, and so I strive to accept invitations to speak whenever the opportunity arises. Outside of the university, I am also a Master Gardener volunteer and have worked closely with the School of Architecture’s Community Design Activism Center on establishing the first community garden in Ruston, found south of California Avenue (this is the SOCA project). My outreach has expanded my horizons and has provided me with a greater understanding of the context in which I work.

I believe that these four literacies - language, academic, cultural and community - are in keeping with the overall mission of Louisiana Tech University and are compatible with the twelve Tenets of Tech. This is a caring institution that emphasizes how important it is to bring out the best in its student body. While understandably a lot of attention is often focused on higher achieving students, I trust that this statement is also able to shed some light on the work that occurs on the other side of the learning/teaching spectrum. A number of my students have gone on to succeed in classes and courses throughout the university. Indeed, nothing brings me greater pride than to see a former developmental student graduate, for I know that it proves that where one starts out in college life is not where one will finish. All of our learners, regardless of their ability, deserve the excellence and enthusiasm that Tech demands of us from within its tenets. I am deeply committed to doing my part in helping my students in this initial phase of their university career.

I should like to thank the University Senate for considering this nomination package. It is a great surprise and honor to be selected as the candidate for the College of Liberal Arts, and I appreciate the opportunity to share my beliefs about my work and how it upholds the ethos of the university.
As an instructor, my main assignment at the university is the teaching of my classes and the coordination of the developmental program for the Department of English. Given a heavy schedule, which initially included a number of overloads, there has been little time for publications or grant applications. However, I do believe that it is vital for me to keep abreast of the latest developments in the field. To this end, I have sought to undertake training and professional development wherever my circumstances would allow it. The following short list reflects my interests in improving my teaching methodology and the need to establish a classroom climate that is both welcoming and academically challenging for all my students, regardless of their background.

**Aug 2011- Jan 2012** - Post-Graduate Certificate in Conflict Resolution, Coventry University, UK. Pass with distinction.

**May 2010** - Safe Space Training-Gay Straight Alliance – Louisiana Tech University.

**Jan 2009** - International English Language Testing System (IELTS), Examiner training ELS Centre, Ruston, LA.


**September 2008** - National Association of Multicultural Education (NAME), membership.

**September 2007** - National Council of Teachers of English (NCTE), membership.
4. A SELECTED LIST OF COMMUNITY/UNIVERSITY SERVICE ACTIVITIES

May 2012 - Youth4 Health Grant – Master Gardener, Ruston, Louisiana.


March 2012 - North Louisiana High School Rally – Exam proctor at Louisiana Tech University.

Sept 2011 - Present Day - General Studies advisor, Louisiana Tech University.

July 2010 - Present Day - Master Gardener at South of California (SOCA) Community Garden, Ruston, Louisiana.

Oct 2010 - College of Liberal Arts, Louisiana Tech University- academic appeals committee member.

July 2010 - Developmental Writing Textbook reviewer for Wadsworth/Cengage Learning.

March 2010 - North Louisiana High School Rally – Exam proctor at Louisiana Tech University.

April 2009 - Guest Presenter - Louisiana Tech University Department of English: “Bringing out the Best in our Multilevel Learners.”

Feb 2009 - English 101 Textbook adoption committee member – Louisiana Tech University Department of English.

Nov 2008 - Guest Presenter- Louisiana Tech University English 500: “The Writing Center as a Contact Zone.”


Sept 2008 - Present Day - Coordinator of Developmental Writing- Louisiana Tech University.

Sept 2008 - Established Conversation Partnership program between international developmental English learners and volunteer native speaker students on the Tech soccer team.

Sept - Nov 2008 - English Instructor for a living and learning community class- Louisiana Tech University.

Nov 2007 - Guest presenter - Louisiana Tech University English 500: “Multiculturalism and the Writing Center.”