Geneviève Maheux-Pelletier, PhD

SHORT BIO

I am a seasoned academic with 20 years of teaching and leadership experience at various levels in the university context, including eight years as full-time faculty in French as a Second Language, six as an educational developer, and additional teaching experience at universities in the United States and France. Currently, I serve as the Interim Director of the Teaching Commons at York University. My scholarship is in the area of teaching and learning with a particular focus on Experiential Education.

EDUCATION

PhD, Second Language Acquisition & Teacher Education | U of Illinois at Urbana-Champaign, 2006

MEd, English as a Second Language | Arkansas Tech University, 1999

BA, linguistique |Université du Québec à Chicoutimi, 1996

HIGHLIGHTS OF EXPERTISE

Experienced Professor

- Taught a range of undergraduate and graduate courses in French as a Second Language (FSL) and French linguistics (U of Illinois, 1999-05; U Alberta 2005-12; U Toronto 2016-17)
- Served as the Undergraduate Program Director of the French Language Program (U Alberta)
- Trained and supervised TAs in FSL courses (U Alberta, U Toronto)

Experiential Education Expert

- Supervised the *Teaching Apprenticeship Program* for language teaching, a work-integrated learning program (U Alberta)
- Co-created an online module: *Introduction to Experiential Education* (log in and see 'Boldest Showcase')
- Led the creation of York University's online Experiential Education Guide
- Co-conceptualized the R.E.A.L. framework in Course Coding Guide for Experiential Education
- Co-led the creation of SCOTAY: Student Consultants on Teaching at York (a year-long EE placement)

Passionate Educational Leader

- Influence high level conversations about teaching and learning across York U, for example by providing critical leadership in the development of the *Engaged Teaching at York* Framework
- Lead a team of educational developers in delivering multi-level support in teaching & learning
- Awarded external grants for building bridges between Francophone and Bilingual/English-speaking institutions around teaching & learning practices

Scholar of Teaching and Learning in Higher Education

- Present and publish on-going research on teaching and learning (see pp. 5-8)
- Serve on the Board of Directors (Chair, Bilingual Advocacy), STLHE (2019-2022)
- Serve on the editorial board, Canadian Journal for the Scholarship of Teaching and Learning
- Design and facilitate faculty learning experiences (more than 75 workshops & short courses)

EMPLOYMENT HISTORY

Adjunct Professor, Université de l'Ontario français |February 2021 to present

Teaching Commons, York University |December 2014 to present

Interim Director | January 2019 to present
- Coordinate and oversee the implementation of faculty learning and development programs and activities, such as certificates, blog, workshops and courses, annual conference, New Faculty Orientation, communities of practice, curriculum review & development
- Connect and actively contribute to the teaching and learning initiatives with stakeholders across the university (e.g., EE Coding project, ADTLC, Glendon flexible classroom initiative)
- Chair the Associate Dean Teaching and Learning Council's Subcommittee for Research and Innovation in Teaching and Learning
- Launched TC Talks: A Podcast from the Teaching Common

Educational Developer| 2014 to 2018 (on leave, 2016-2017 academic year)
- Created innovative, sought-after learning opportunities for faculty (e.g., peer-based courses in EE, certificate in teaching practices, Reading for Teaching Book Club, workshops)
- Spearheaded a strategic review of offerings and developed a new suite of offerings
- Analyzed program evaluation data to produced annual reports
- Partnered with university stakeholders (e.g., YU Experience Hub, Centre for Human Rights, Equity and Inclusion) to deliver high-quality learning events
- Facilitated over 75 workshops and short courses on teaching and learning

Department of French, University of Toronto |2016-2017 Academic Year

Assistant Professor (1-Year Contractually-Limited Appointment)
- Directed 9 sections of FSL 221: managed a team of 8 instructors and 2 TAs, oversaw curriculum and assessments, evaluated teaching performance
- Embedded classroom-focused EE experiences in courses taught
- Participated in the comprehensive review of the French language learning curriculum

Courses taught (in French):
Average institutional composite mean on course evaluations is 4.5 out of 5
- FRE483H: Teaching French in Context
- FRE384H: Teaching French as a Second Language
- FRE225Y: Second Language Learning

Centre for Teaching & Learning, University of Alberta | July 2013 to November 2014

Educational Developer

- Designed and facilitated a wide range of workshops
- Trained peer consultants for the Peer Consultation Program

Department of Modern Languages and Cultural Studies, University of Alberta | July 2005 to June 2012

Assistant Professor of French Applied Linguistics | 2005 to 2012

Undergraduate courses taught (all in French):
  Average score for overall excellence in undergraduate teaching is 4.7 out of 5

- FREN 476: Linguistics Applied to French (taught in French)
- FREN 473/573: Canadian French (taught in French)
- FREN 372: French Phonetics (taught in French)
- FREN 298: Advanced French II (taught in French)
- FREN 211: Intermediate French (taught in French)

Graduate courses taught:

- MLCS 582: Sociolinguistics
- MLCS 555: Teaching Strategies for Post-Secondary Language Instructors
- MLCS 570: Applied Linguistics
- MLCS 583: Discourse Analysis

Director of the French Language Program | 2005 to 2012 (concurrent role)

- Managed a team of 15 to 20 instructors yearly
- Coordinated the curriculum of all FSL courses (6 multi-sections courses; 1,000+ students yearly)
- Administered the online French Placement Test
- Evaluated contract instructors through classroom observations & performance assessment
- Organized the annual *2-Day Teaching Orientation;* facilitated 2-3 teaching development workshops per year
- Served as an expert on curriculum review committees in other departments
- Supervised the Apprenticeship Program for language teaching (work-integrated learning)

Department of French, University of Illinois at Urbana-Champaign | 1999 to 2005

Assistant Coordinator for the Basic French Language Program | 2002-2004

- Supervised graduate instructors in the development of assessments and teaching activities
- Conducted classroom observations to provide formative feedback.

Instructor of French as a Second Language | 1999-2005 (on leave, 2000-2001)

Courses taught (All but French 401 taught in French)
  Average score of for teaching effectiveness on student course evaluations is 4.5 out of 5

- French 101: Beginning French I
- French 102: Beginning French II

- French 104: Intermediate French II
- French 208: Critical Writing and Reading in French Literature & Culture
- French 385: Commercial and Economic French I (online delivery)
- French 401: Beginning French for Graduate Students

U.F.R. Lettres et Langues, Université Paul Verlaine, France | 2000 to 2001 Academic Year

Instructor of English as a Second Language

Courses Taught:
- English for *licence d'anglais* and *licence de Langues Étrangères Appliquées*
- English for *CAPES* (preparatory program for teacher candidates)

Upward Bound College Prep Academy, Champaign, USA |Summers 2000 & 2003

Instructor of French

- Taught minority high school students academic skills for post-secondary preparedness

Centre linguistique, Cégep de Jonquière, Québec |Summers of 1995, 1996, 1999 & 2001

Enseignante, niveaux élémentaire et intermédiaire | 1999, 2001

- Taught French as a second language and tutored high profile government officials (e.g., Preston Manning)

Animatrice | 1995, 1996

- Coordinated and facilitated cultural activities and site visits
- Supervised residence life

English Department, Arkansas Tech University, USA | 1997 to 1999

Instructor of English Composition

- Taught a remedial English writing course to at-risk first-year students

GRANTS

Social Sciences and Humanities Research Council Insight, $277,866   2021
    Augmented Reality Experience and Experiential Education Medium to Teach Empathy To
    Healthcare Providers and Caregivers of Persons Living with Dementia (PI E. Peisachovich)

EDC Grants for Exchanges, $2,000   2019-2020

Educational Developers Caucus Grant for resource development, $3,000   2015-2016

Teaching and Learning Enhancement Fund, U of Alberta, $900   2014

Killam Research Fund – Cornerstone Grant, U of Alberta, $23,695   2008-2009

Killam Research Fund – Cornerstone Grant, U of Alberta, $2,800	2007
Endowment for the Future, Special Capital Equipment Grant, U of Alberta, $19,580	2006
Support for the Advancement of Scholarship, Faculty of Arts, U of Alberta, $4,223	2006
Dissertation Completion Fellowship – U of Illinois at Urbana-Champaign, $8,500	2004
Dissertation Travel Grant – U of Illinois at Urbana-Champaign, $2,466	2003

CONTRIBUTIONS TO SCHOLARSHIP

Publications

Book Chapters

2. Frake-Mistak, M., Marsh, H. L., **Maheux-Pelletier, G.**, and Williams, S. (2020). Making SoTL Stick: Using a Community-Based Approach to Engage Faculty in the Scholarship of Teaching and Learning. In Plews, S. (Ed), E*vidence-Based Faculty Development Through the Scholarship of Teaching and Learning.* IGI Global: Hershey, PA.

1. **Maheux-Pelletier, G.**, Marsh, H. L., & Frake-Mistak, M. (2019). The Benefits of Writing Retreats Revisited. In N. Simmons & A. Singh (Eds.), *Critical Collaboration Communities: Academic Writing Partnerships, Groups, and Retreat*s. Brill/Sense Publishers.

Refereed Journal Articles

8. Kensington-Miller, B., Webb, A., Gansemer-Topf, A., Lewis, H., Luu, J., **Maheux-Pelletier, G.**, and Analise Hofmann. 2021. "Brokering Boundary Crossings through the SoTL Landscape of Practice". *Teaching & Learning Inquiry* 9 (1), 365-79. https://doi.org/10.20343/teachlearninqu.9.1.24.

7. Kim, A.S.N, Popovic, C., Farrugia, S., Saleh, A. F. S., Maheux-Pelletier, G., Frake-Mistak, M. (2020). On Nurturing the Emergent SoTL Researcher: Responding to Challenged and Opportunities. *Journal of Academic Development*. https://doi.org/10.1080/1360144X.2020.1842743

6. Endersby, L., & **Maheux-Pelletier, G.** (2020). Guiding Meaningful Experiential Learning Journeys by Making Them HIP Again. *Collected Essays on Learning & Teaching*, Vol. 13. https://doi.org/10.22329/celt.v13i0.6018

5. **Maheux-Pelletier, G.**, & Endersby, L. (2018). Reflection in Transit : Navigating a Model of Experiential Learning. Transformative Dialogues, Vol. 11, Issue 2.

4. **Maheux-Pelletier, G.**, Rukholm, V. N., Groen, J., & Vézina, N. (2017). Nested within or Swallowed Up: Le dilemme des chercheurs francophones en pédagogie de l'enseignement supérieur. *The Canadian Journal for the Scholarship of Teaching and Learning*, Vol. 8, Iss. 2, Article 7. https://doi.org/10.5206/cjsotl-rcacea.2017.2.7

3. **Maheux-Pelletier, G.** (2011). Repair as Conversational Resource for (Dis)affiliation in the Negotiation of Linguistic Identity. *Nottingham French Studies* 50(2): 134-153. https://www.euppublishing.com/doi/pdfplus/10.3366/nfs.2011-2.007

2. **Maheux-Pelletier, G.** (2009). Cacophonie linguistique dans l'espace francophone montréalais, ou comment redéfinir la francophonie québécoise. *Alternative francophone* 1(2): 34-57. https://doi.org/10.29173/af6616 1.

[1](#). **Maheux-Pelletier, G.**, & Golato, A. (2008). Repair in Membership Categorization in French. *Language in Society* 37(5): 689-712. doi:10.1017/S0047404508080998

Reviews

2. **Maheux-Pelletier, G.** (2009). Review of "Vis-à-vis: Beginning French" by Evelyne Amon, Judith A. Muyskens & Alice C. Omaggio Hadley. *The Modern Language Journal* 93(1): 126-28.

1. **Maheux-Pelletier, G.** (2004). Review of « Cette semaine sur le net » by A. Besco. *The French Review* 78(2): 382-84.

Manuscripts Under Review

2. Kensington-Miller, B., Webb, A., Gansemer-Topf, A., Lewis, H., Luu, J., **Maheux-Pelletier, G.**, & Hofmann, A. Our International SoTL Journey: Brokering Across Academic Hierarchies and Boundaries. Submitted to Higher Education.

1. Gansemer-Topf, A., Webb, A., Kensington-Miller, B., **Maheux-Pelletier, G.**, Lewis, H., Luu, J., Hofmann, A. Navigating the Chaos: The Value of SoTL During Times of Uncertainty. Submitted to Teaching and Learning Inquiry.

Manuscripts in Preparation

1. Kensington-Miller, B., Gansemer-Topf, A., Webb, A., **Maheux-Pelletier**, G., Lewis, H.**,** Hoffman, A., Luu, J., The Trajectory of Seven SoTL Boundary Crossers: What Being Betwist and Between Means within a Collaborative Landscape of Practice.

Institutional Guides and Reports (non-refereed)

7. Elkoury, E., Endersby, L., Frake-Mistak, M., **Maheux-Pelletier, G.**, May, N., Nairn, B., Sutherland-Harris, R., & Winkler, R. (2020). YorkU Guide to Teaching Remotely (licensed under a Create Commons Attribution 4.0 International License.

6. **Maheux-Pelletier, G.**, Rush, E., Chowdhury, R., Dufraimont, L., Haig-Brown, C., Harris, J., Kelly, T., Montana, L, Nairn, B., Scott, T., Steele, C. (2019). A Framework for Engaged Teaching at York University: Moving Towards Evidence-Driven Practice. Subcommittee on Research and Innovation in Teaching and Learning, Associate Deans Teaching and Learning Council, York University.

5. **Maheux-Pelletier, G.**, Endersby, L., Nairn, B., and Winkler, R. (2019). Introduction to Experiential Education. Moodle Course, York University.

4. **Maheux-Pelletier, G**., & DiFranco, L. (2016). Guide to Experiential Education. Teaching Commons, York University. <http://ee_guide.info.yorku.ca>

3. **Maheux-Pelletier, G.**, & Frake-Mistak, M. (2016). The SoTL Research Ethics Guide. Teaching Commons, York University. http://ethicsguide.info.yorku.ca/

2. **Maheux-Pelletier, G.** (2014). CTL Guide for Best Practices in Curriculum Review. *Centre for Teaching and Learning*, University of Alberta.

1. Gauthier, G., Gibson, S. E., Gauthier, G., & **Maheux-Pelletier, G.** (2013). Peer Consultant Training Manual. *Centre for Teaching and Learning*, University of Alberta.

Presentations

Keynote Address

1. **Maheux-Pelletier, G.** (2018). Experience or Situated Learning? On the Role of Critical Reflection in Experiential Learning. University of Sudbury.

Refereed Conferences Presentations

29. Hofmann, A., Lewis, H., Webb, A., **Maheux-Pelletier, G.**, Gansemer-Topf, A., Luu, J., Kensington-Miller, B. (2021). Brokering SoTL from the Boundaries: A Partnership of Hearts and Mind. *ISSOTL Connect*, February 2021, URL: shorturl.at/lsuvC

28. Frake-Mistak, M. & **Maheux-Pelletier, G.** (2019). Evolving Contexts of Educational Development: Learning to Appreciate our Community as We Navigate Change and Challenge. *Society for Teaching and Learning in Higher Education Conference*, Winnipeg.

27. Farrugia, L., Saleh, S., Popovic, C., Kim, A., Frake-Mistak, M., & **Maheux-Pelletier, G.** (2019). Turning the Tables: How Undergrads Can Help Support Faculty in SoTL. *Symposium on Scholarship of Teaching and Learning*, Banff.

26. Popovic, C., Kim, A., **Maheux-Pelletier, G.**, Frake-Mistak, M., Saleh, S., Farrugia, L. (2019). Experiences of faculty engaged in the scholarship of teaching and learning. *The Higher Education Conference*, Amsterdam.

25. **Maheux-Pelletier, G.**, & Endersby, L. (2019). Ditching the Laundry List: Moving Beyond an Experience-Centric Definition of Experiential Education. Half-Day Pre-Conference Workshop, *Society for Teaching and Learning in Higher Education Conference*, University of Manitoba, Winnipeg.

24. Endersby, L., & **Maheux-Pelletier, G.** (2019). Making Reflection "HIP" Again: Exploring an Expanded Model of Experiential Learning as a High Impact Practice. Half-Day Pre-Conference Workshop, *Perspectives on Experiential Learning*, University of Guelph.

23. Balazova, Z., Banwait, I., Piccoli, C., Wanduku Nnam Fri, E., **Maheux-Pelletier, G.**, & Endersby, L. (2019). Experts in (Their) Experience: Student Consultants on Teaching at York. *Educational Developers Caucus Online Conference*.

22. **Maheux-Pelletier, G.**, & Endersby, L. (2018). Reporting, Relating, Reasoning, Restructuring: Actionable Learning Outcomes that Define Reflection. *Learning Outcomes and Experiential Learning Symposium*. Ontario Universities Council on Quality Assurance, Toronto.

21. Kim, A., Frake-Mistak, M., **Maheux-Pelletier, G.**, Popovic, C. (2018). *Insights into how to best support SoTL researchers, Society for Teaching and Learning in Higher Education, Université de Sherbrooke.*

20. **Maheux-Pelletier, G.**, Carozza, L., & Sufrin, J. (2018). Fashioning Students of Wisdom with Critical Reflection – Theirs, and our Own. *The Society for Teaching and Learning in Higher Education Conference*, Sherbrooke, Quebec.

19. Endersby, L., & **Maheux-Pelletier, G.** (2018). From Reporting to Reasoning: Exploring an Expanded Model of Critical Reflection for Experiential Learning. *The Society for Teaching and Learning in Higher Education Conference*, Sherbrooke, Quebec.

18. Frake-Mistak, M., Kim, A., **Maheux-Pelletier, G.**, & Popovic, C. (2018). Drawing Interest in SoTL Research: Where Do We Go from Here? *Educational Developer Caucus Conference*, Victoria, B.C.

17. **Maheux-Pelletier, G.** (2017). Ah, ah! Apprendre du moment présent grâce au Questionnaire d'incidents critiques. *The Society for Teaching and Learning in Higher Education Conference*, Halifax, Nova Scotia.

16. Frake-Mistak, M., **Maheux-Pelletier, G.,** & Popovic, C. (2016). *What are Action Learning Sets and how can we use them?* Educational Developers Caucus, Windsor, 2016.

15. Frake-Mistak, M., Popovic, C., and **Maheux-Pelletier, G.** (2015). Action Learning Set: How to Cultivate a SoTL Research Community (2-hour workshop). *Research on Teaching and Learning: Cultivating Communities*, McMaster University.

14. **Maheux-Pelletier, G.**, & Saranchuk, N. (2014). BL4ED: Uptake and Outcomes at a Research-Intensive Institution. *International Society for the Scholarship for Teaching and Learning*, Québec City.

13. Wust, V., & **Maheux-Pelletier, G.** (2011). "How Canadian are Canadian editions of American FSL textbooks?" *Canadian Association of Applied Linguistics*, University of Nouveau-Brunswick.

12. **Maheux-Pelletier, G.** (2010). "Multi-Tasking in the Classroom: Task, Identities, and Videotape." *3rd International Conference on Conversation Analysis*, Mannheim, Germany.

11. **Maheux-Pelletier, G.** (2009). "Et la conversation dans tout ça ? Contextual and Interactional Features of Peer-Reviewed Activities in French as a Second Language." *Canadian Association of Applied Linguistics Conference*, Carleton University.

10. **Maheux-Pelletier, G.** (2009). Alignment to Agreement and Disagreement as a Conversational Dimension of Minority Language Identities. *International Pragmatics Conference*. Melbourne, Australia.

9. **Maheux-Pelletier, G.** (2008). To Be Francophone or Not to Be Francophone: That is Their (Sociolinguistic) Question. *American Association for Applied Linguistics Conference*. Washington, DC.

8. **Maheux-Pelletier, G.** (2007). Langue unique, identités multiples: Stratégies conversationnelles dans l'expression d'une identité francophone située en marge de la norme. *Les enjeux de la communication interculturelle : Compétence linguistique, compétence pragmatique, valeurs culturelles*. Montpellier, France.

7. **Maheux-Pelletier, G.** (2007). Maintaining Language Boundaries at Work: A Strategy for Cultural and Economic Survival. *American Association of Applied Linguistics Conference*. Costa Mesa, California.

6. Kost, C., & **Maheux-Pelletier, G.** (2007). Implementing reading and writing practice in beginning to advanced language courses. *Rocky Mountain Modern Language Association Conference*. Calgary, AB.

5. **Maheux-Pelletier, G.** (2006). The Integration of Working-Class Immigrants to Montreal's Economy: What does Quebec (Really) Want? *International Linguistics Association Conference*. Toronto, Ontario.

4. **Maheux-Pelletier, G.** (2006). Language boundaries at work: Immigrants' language choices on the production floor. *Atlantic Provinces Linguistics Association Conference*. Halifax, Nova Scotia.

3. **Maheux-Pelletier, G.** (2005). Quand le mot devient image : « Codeswitching » et vision de l'Amérique chez trois auteurs français. *20th & 21st Century French and Francophone Studies International Colloquium*. Gainesville, Florida.

2. **Maheux-Pelletier, G.** (2004). Bill 101: Has (Quebec) French gained its title of nobility? *American Association for Applied Linguistics Conference*. Portland, Oregon.

1. **Maheux-Pelletier, G.**, & Golato, A. (2003). Repair mechanisms in French conversation: When repair deals with linguistic pluralism. *International Pragmatics Association Conference*. Toronto, Ontario.

Non-Refereed Conference Presentations

7. **Maheux-Pelletier, G.**, Carozza, L., & Sufrin, J. (2017). Taking the SoTL Leap Together: One Research Question, Three Studies, a Wealth of Benefits (& a Few Hurdles). *Teaching in Focus Conference*, York U.

6. **Maheux-Pelletier, G.**, and DiFranco, L. (2016). A dialogue between the content expert and the instructional technologist: The case of the Guide to Experience Education. Teaching in Focus. York U.

5. **Maheux-Pelletier, G.** (2009). Repair to the rescue: Dealing with pedagogical tasks that trigger conflicting identities in classroom second language talk. *Third-Turn Continuation Workshop*. U of Alberta.

4. **Maheux-Pelletier, G.** (2008). Negotiating identities: Repair as a strategy to (re)define 'being Francophone.' *Repair and intersubjectivity in talk and social interaction*. University of Toronto.

3. **Maheux-Pelletier, G.** (2008). A writing-intensive course in French. *Writing Across the Curriculum Workshop: Developing Writing-Intensive Courses*. U of Alberta.

2. **Maheux-Pelletier, G.** (2007). Learning to write in a foreign language: A process-based approach. *Second Languages: Learning That Lasts a Lifetime! Professional Development Day*. *Edmonton Public Schools*.

1. **Maheux-Pelletier, G.** (2007). From writing to learn to learning to write: The case of French as a second language. *Writing Task Force.* U of Alberta.

Public Scholarship

Steele, C., Dreher, S., Neil, N., & **Maheux-Pelletier, G.** (2019). Episode 3: A Discussion about Student Reading. TC Talks: A Podcast from the Teaching Commons.

Maheux-Pelletier, G. (2019). Carrying Forward with an Appreciative Mindset. Teaching Commons' Blog.

Maheux-Pelletier, G., and Endersby, L. (2017). Debunking the Myth of Learning through Experience with the Subway Emergency Exercise**.** Teaching Commons' Blog.

Maheux-Pelletier, G. (2017). The Subway Emergency Exercise as Reflective Teaching and Learning**.** Teaching Commons' Blog.

Maheux-Pelletier, G. (2017). A Changing Mindset Sees New Possibilities. Innovatus, York University.

Maheux-Pelletier, G. (2015). Reflecting on Experiential Education**.** Teaching Commons' Blog.

GRADUATE STUDENT SUPERVISION

The research preceded by an asterisk is in the area of second language learning and pedagogy.

Research Supervisor

*Suzie Beaulieu, PhD (2012). "Towards a sociolinguistically informed pedagogy: French for L2 nursing students in Alberta." Department of Modern Languages and Cultural Studies (MLCS), U Alberta.

*Jeff Longard, MA (2011). "Critically re-thinking current perspectives on focus on form, error correction and SLA." Department of MLCS, U Alberta.

*Jimmy Laberge, MA (2007). "Effet de la collaboration sur la performance grammaticale." Department of MLCS, U Alberta.

Louis-Mathieu Paquin, MA (2007). "Criminalizing the denial of the Armenian genocide: Representing common disagreement using critical discourse analysis." Department of MLCS, U Alberta.

Supervisory Committee Member

Artëm Medvedev, PhD (2012). "Representation of self and other in the materials of Russian political parties online." Department of MLCS, U Alberta.

Julia Babicheva, PhD (2011). "Evaluative meanings on the construction of feminine identities in the discourse of contemporary Russian women's magazines." Department of MLCS, U Alberta.

Tatiana Kuznetsova, MA (2011). "The Representation of self and other in the co-textual medium of a Russian live journal blog." Department of MLCS, U Alberta.

*Antonia Mannette, MA (2011). "Language learning in pubs, tearooms and other non-formal settings." Department of Anthropology, U Alberta.

Neill Walker, MA (2010). "Recipient response behaviour during Japanese storytelling: A combined quantitative/multimodal approach." Department of East Asian Studies, U Alberta.

Carole Green, PhD (2009). "Conversation analysis: A study of institutional interaction and gender in a Russian classroom." Department of MLCS, U Alberta.

Keely Kidner, MA (2009). "Power and identity: Negotiation through code-switching in the Swiss German classroom." Department of MLCS, U Alberta.

Yukari Meldrum, PhD (2009). "Contemporary translationese in Japanese popular literature." Department of East Asian Studies, U Alberta.

Barbara Carter, MA (2009). "The use of first person pronouns by non-native speakers of Japanese." Department of East Asian Studies, U Alberta.

*Alison Vickerman, MA (2009). "Lowering of high vowels by French immersion students in Canada". Department of Linguistics, U Alberta.

Christina Keppie, PhD (2008). "Ideological discourses among New Brunswick Francophones." Department of MLCS, U Alberta.

Ekaterina Orshanskaya, MA (2008). "Discursive identities of first-generation Russian-speaking immigrants." Department of MLCS, U Alberta.

Yumi Sasaki, MA (2008). "The multifunctionality of the Japanese connective *dakara* and diachronicity." Department of East Asian Studies, U Alberta.

SERVICE

External

Board Member

Chair (elected), Bilingual Advocacy, Society for Teaching & Learning in Higher Education	2019-2022
Member of the Executive Board, SoTL Ontario	2019-2020
Member of the Editorial Board, Canadian Journal for the Scholarship of Teaching and Learning	2018-

Peer Reviewer

Canadian Journal of the Scholarship of Teaching and learning	2019-
Society for the Teaching and Learning in Higher Education Conference	2015 & 2016
Alternative francophone	2008 to 2011
Canadian Modern Languages Review	2007
Peer reviewer for Journal of Speech-Language Pathology and Audiology	2006

Textbook Assessor (Requests by Publishers)

Pause Café: French in review (Nelson Education)	2010
Interaction: Révision de grammaire française, Canadian adaptation (Thomson Heinle)	2009
Réseau: Communication, Intégration, Intersections (Prentice Hall)	2009
Chez nous : Branché sur le monde francophone, 2nd Canadian Edition (Pearson Prentice Hall)	2008
Invitation au monde francophone, Canadian adaptation (Nelson Education)	2008
Personnages: An intermediate Course in French Language, 4th edition (Houghton Mifflin)	2007
Interaction: Révision de grammaire française (Thomson Heinle)	2006

Internal

Chair, Assessment Working Group	2020-
Member, Open Education Steering Committee	2020-
Member, The Digital University Working Group	2020-
Co-Chair, Teaching Commons Advisory Committee	2020-
Co-Chair, Subcommittee on Research and Innovation in Teaching and Learning, ADTLC (York U)	2019-
Member of the C4 Advisory Committee	2019-
Member, Academic Innovation Fund Steering Committee	2019-
Member ex officio, Experiential Educations Leads Committee (York U)	2015-2016
Voting member of the Comité d'enseignement et de technologie (Glendon)	2015-2016
Member ex officio, Conseil de gestion FSL (Glendon)	2015
General Faculty Council's Committee for the Learning Environment (U Alberta)	2013-2014
Chair of the Language Coordinators' Committee, Department of Modern Languages and Cultural Studies (MLCS)	2011
Member, Comité Langue et culture charged to revise curriculum, Campus Saint-Jean (U Alberta)	2011
Graduate advisor for applied linguistics, Department of MLCS (U Alberta)	2009-2011
Member of the Graduate Committee, Department of MLCS (U Alberta)	2009-2010
Served on four search committees for positions in the Department of East Asian Studies, Department of MLCS, and Campus Saint-Jean (U Alberta)	2008-2010
Member of the MLCS Chair Selection Advisory Committee, Department of MLCS (U Alberta)	2007-2008

Faculty of Arts representative at the Executive Council of Campus Saint-Jean (U Alberta)	2009-2011
Liaison for the Killam Exchange for French (U Alberta)	2006-2011
Liaison for the Alberta French Language Education Consortium (U Alberta)	2005-2011

PROFESSIONAL DESIGNATIONS

Project Management Professional (PMP)®	2018
Certified Instructional Skills Workshop Facilitator	2015

PROFESSIONAL DEVELOPMENT

Leader U Certificate (York U)	2020-2021
Manager U Certificate (York U)	2019-2020
REDI© (Respect, Equity, Diversity and Inclusion) Certificate of Completion (York U)	2019
Facilitator Developer Workshop (5 days, York U)	2016
Instructional Skills Workshop (ISW) (3 days, York U)	2015
Educational Developer Caucus Institute (2 days, York U)	2015
Adobe Connect, levels I & II and Advanced Moodle (U Alberta)	2013
Writing with an accent: What our second language writers need to succeed (U Alberta)	2011
Developing writing-intensive courses, Writing Task Force, (5 days, U Alberta)	2008
Writing-to-learn workshop, Writing Task Force (2 days, U Alberta)	2006
ACTFL Oral Proficiency Interview Tester Training Workshop, (4 days; U California at Berkeley)	2002

INFORMATION & COMPUTER LITERACY

- Extensive user of learning management systems (Moodle, Blackboard, D2L)
- Advanced user of Google Suite, MACH Forms, MS Office Suite
- Proficient user of WordPress (York website platform)

LANGUAGES

- French - Native proficiency in oral and written communication
- English - Near-native proficiency in oral and written communication
- Spanish - Intermediate proficiency in oral communication and reading

COMMUNITY OUTREACH & ENGAGEMENT

Secrétaire, Conseil d'école de l'école élémentaire La Fontaine | Sept. 2016 to June 2019

- Fundraised for the school; organized events; took minutes

Mentor, Big Brothers Big Sisters | 2008 to 2012

- Mentored a teenage girl dealing with bullying & psychological trauma

Career Mentor, Career Mentoring Program, University of Alberta | Fall 2010

- Mentored a graduating student exploring career through a work shadowing experience

Top Fundraiser, Multiple Sclerosis Society of Canada | 2007 to 2012

- Raised over $10,000 for the MS RONA Bike Tours and Enerflex Walks

Volunteer, Edmonton Folk Music Festival | Summers 2006 to 2009

- Plate Crew: collected & washed reusable plates to reduce waste from food stands

International Volunteer, Canada World Youth, El Salvador | Summer 1996

- Worked in rural community projects in the San Vincente area
- Facilitated educational programs for homeless and/or drug addicted youth in San Salvador