

BENJAMIN RIFKIN

DEAN, HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES
HOFSTRA UNIVERSITY

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EDUCATION

Ph.D., Slavic Languages and Literatures, University of Michigan, Ann Arbor, 1990.
Dissertation: *Semiotics of Narration: Film and Prose Fiction*; advisor: Herbert Eagle.
A.M., Slavic Languages and Literatures, University of Michigan, Ann Arbor, 1987.
M.A., Russian and East European Studies, Yale University, 1983.
B.A., Russian and East European Studies, Magna Cum Laude, Distinction in the Major, Yale University, 1983 (5-year BA/MA Program).
Leningrad University, 1981.
Middlebury College, Russian School, Summer 1980.

EMPLOYMENT HISTORY

Hofstra University: 2017-Present

Dean of the College of Liberal Arts and Sciences, academic home for nearly 4,000 students in four schools teaching the fine and performing arts, education, humanities, mathematics and natural sciences, public policy in over 90 undergraduate degree programs and more than a dozen graduate degree programs including the MA, MS, MFA, PhD, PsyD, MEd, and EdD.

Ithaca College: 2015-2017

Professor of Modern Languages and Literatures (Tenured), Ithaca College, developed new interdisciplinary courses on history of Russian film and 19th century Russian literature in translation, both with general education credit

Provost and Vice President for Educational Affairs, 2015-2016: chief academic officer and chief student affairs officer, overseeing also Division III athletics, for over 6,500 undergraduate and graduate students, over 500 full-time faculty, and over 1,000 full-time staff in five schools (liberal arts and professional programs) with 97 undergraduate majors and 27 graduate degree programs; supervision of eleven direct reports including leaders in student affairs and athletics; responsible for budget of over \$108 million (including salaries and benefits).

The College of New Jersey: 2009-2015

Dean of the School of Humanities and Social Sciences at The College of New Jersey (TCNJ), a “public ivy” in college rankings, 2009-2015: leadership of academic division with approximately 2200 students, 107 tenure stream faculty and 100 part-time

instructors in humanities and social sciences majors, as well as women's leadership program, comprising 1/3 of all students and faculty in TCNJ's seven schools, responsibility for \$15 million budget (including salaries and benefits); supervision of six professional staff. Developed new public speaking requirement, new advising policy and program, program to enhance participation in high-impact practices such as study abroad and undergraduate research, new shared governance system for the School, and led task force to assess general education program, new student awards, new community events, among other accomplishments.

Princeton University: Fall_2014 (concurrent with The College of New Jersey)

Visiting Professor, taught graduate methods class.

Temple University: 2005-2009

Vice Dean for Undergraduate Affairs, College of Liberal Arts, Temple University, 2005-2007: leadership in areas of curricular development for new general education program, assessment of undergraduate learning outcomes, development of new honors program within the college, new programming for recruitment of students, among other accomplishments, in the context of leadership transitions (two interim deans).

Tenured Professor of Russian, Temple University, 2005-2009: developed new courses in Russian for Heritage Speakers, Russian Politics and Literature, Russian History and Literature, learning outcomes assessment program for Russian as a model for other languages, among other accomplishments

Middlebury College: 1999-2003 (concurrent with UW-Madison)

Director, School of Russian (summer program): revised undergraduate and graduate academic programs, established new co-curricular programming, developed and implemented new learning outcomes assessment program, established new community traditions, increased number of returning students (summer after summer).

University of Wisconsin-Madison: 1990-2005

Appointed assistant professor (tenure track), promoted to Associated Professor with Tenure (effective Fall 1997) and Professor (effective Fall 2001), served as Department Chair (2003-2005) and Director of Center for Russia, East Europe, and Central Asia (Title VI funded interdisciplinary center): led revision of Russian undergraduate curriculum, tripling number of majors; established language assessment program for graduate students, enhancing job placements; developed and implemented graduate student teaching assistant supervision program, ultimately winning annual awards for graduate students as teachers far out of proportion with their numbers at the university; revised Polish language curriculum; brought in gift of \$1.125 million for Polish program; among other accomplishments

Middlebury College Russian School: Summer 1990

Instructor of Russian

University of Michigan Ann Arbor: 1986-1989

Lecturer and Teaching Assistant in Russian: developed and implemented curriculum for lower-division Russian language courses, coordinated instruction by graduate student teaching assistants in those courses, reviewed student learning outcomes.

Progress Publishers, Moscow: 1983-1985

Translator of non-fiction works including codes of law of the Russian Soviet Federated Socialist Republic (one of the 15 republics of the USSR), among other works.

NBC News Moscow Bureau: 1983-1985

Interpreter and Office Manager: interpreted for “man on the street interviews” and assisted coverage of the funerals of Soviet leaders including Chernenko and Andropov.

Taft School, Watertown, CT: Spring 1983

Russian Teacher for Spring Quarter class.

SUMMARY OF LEADERSHIP AND ADMINISTRATIVE EXPERIENCE

Assessment of Academic Programs: Certified as a tester and trainer in performance-based assessment in the foreign language field (by the American Council on the Teaching of Foreign Languages), mentored over 100 faculty members across the country in this assessment system. Developed assessment programs for Russian at UW-Madison, Middlebury College’s School of Russian (summer immersion program), Temple University’s Russian program (served as exemplar for other foreign language programs). Fostered development of assessment programs in other liberal arts disciplines at Temple as Vice Dean for Undergraduate Affairs. Established parameters for faculty-driven transparent assessment program for disciplines in humanities and social sciences at TCNJ. Co-chaired Middle States Self-Study Report Committee on Assessment of Learning Outcomes at TCNJ. Developed and implemented Middle States self-study report project structure at Ithaca College.

Budget and Fiscal Management: Successfully managed \$109 million budget (including salaries and benefits) as Provost and Vice President for Educational Affairs at Ithaca College and \$16 million budget (including salaries) as dean at TCNJ. Strategically reallocated funds within my budget to support prioritized initiatives; developed and implemented guidelines for spending related to faculty and staff searches within the Division of Educational Affairs at Ithaca College, effective for searches as of Fall 2015. Worked with others to develop new policy on meals and entertainment at Ithaca College, in progress. Co-chaired Ithaca College’s Institutional Effectiveness and Budget Committee (with Vice President for Finance and Administration), the College’s highest-level budgeting committee. Reviewed budgets within the Division of Educational Affairs at Ithaca College to identify areas where spending can be reduced, resulting in identification of savings of over \$300,000 for Fiscal 2017 that will grow to over \$500,000 annually in Fiscal 2018. Implemented system to enhance efficiency of instruction at The College of New Jersey’s School of Humanities and Social Sciences, resulting in reduction of demand for adjunct instructors.

Commitment to the Liberal Arts: Have written letters to the editor in regional newspapers and articles in scholarly publications, speak regularly to parents of prospective students, donors and prospective donors about the value of the liberal arts, transferable skills, lifelong career trajectories, and living a meaningful and fulfilling life.

Community-Building: Established new traditions for students and faculty including events for faculty and staff to bring their friendly dogs and cats to campus twice a year, new student awards, weekly messages (e-mail) to the community, and community advisory council at TCNJ. At both Ithaca College and TCNJ implemented system of lunches and coffees with the provost (Ithaca College) or the dean (TCNJ).

Collaboration: Record of successful collaboration with colleagues in different units, including Admissions / Enrollment Management, Advancement, Budget & Finance / Administration, General Counsel, Human Resources, Information Technology, Student Affairs, as well as committees, task forces, and councils in professional organizations. Record of successful consensus-building around difficult topics. At Ithaca College, created “Academic Leaders” group to discuss issues members prioritized by the group itself.

Conflict Resolution: Mediated conflicts among faculty, between faculty and staff, including racially charged situations at both Ithaca College and TCNJ.

Curricular Design: Redesigned Russian major at UW-Madison and Temple University, developed dozens of new courses, including interdisciplinary cross-listed courses, such as “The Power and the Poet” and “History in Russian Film” at UW-Madison, Temple University, Middlebury College’s School of Russian, and TCNJ, some of which embedded intergenerational community-engaged learning (oral history with community elders), as well as freshman seminar in applied linguistics with community-engaged learning project at TCNJ.

Curricular Innovation: Led process to develop new requirement for “speaking-intensive courses” (on the model of “writing-intensive courses”) and the curricular integration of study abroad in the departments of the School of Humanities and Social Sciences at TCNJ; also led process to develop exemplary syllabus-based advising model in the School of Humanities and Social Sciences that was subsequently adopted on a college-wide basis. Led process to develop integrative learning courses embedding co-curricular learning in credit-bearing courses across the curriculum at Ithaca College.

Data-based Decision-Making: Implemented new model for the request of faculty lines based on enrollment data and curricular priorities at Ithaca College; implemented new processes for the selection of internal grants and awards at Ithaca College and TCNJ.

Diversity and Inclusion: Establishment of Diversity Advisory Council at TCNJ’s School of Humanities and Social Sciences to advise the dean on policies and practices to enhance diversity and inclusion within the School, became the model for college-wide committee established later. At Ithaca College worked with others to inaugurate College-wide Council on Diversity and Inclusion effective Fall 2015, new diversity and inclusion programming for incoming students at summer orientation and fall welcome starting Fall 2016, new diversity and inclusion programming embedded in the freshman seminar starting Fall 2016. Worked with third-party consultants to prepare for and conduct climate survey in Fall 2016. Worked with faculty to develop faculty professional development opportunities on diversity and inclusion. Worked with staff and administrators to develop safe space and enhanced bias-incident reporting protocols. Worked with public safety to enhance and document efforts to increase anti-bias training.

Developed and implemented new guidelines for inclusive searches for faculty and staff, effective as of Fall 2015. Expanded the number of pre-doctoral diversity fellows and enhanced college-wide support for the recruitment and selection process.

External Relations and Fundraising: Worked with advancement at UW-Madison to bring in gift of over \$1 million to support Polish; worked with advancement at TCNJ and Ithaca College to connect prospective donors and their interests to opportunities at my institution, including visits to donors at their places of business or homes and their visits to campus. Enhanced publicity materials to document close faculty mentoring. Participated in CASE Development for Deans Workshop to enhance collaboration with advancement.

Faculty Mentoring: Delivered numerous faculty workshops on teaching around the US and abroad, including discussion-based teaching (e.g., Sewanee University of the South); co-authored articles and book chapters with junior faculty; co-wrote, as Co-PIs, grant proposals with junior faculty; coached numerous faculty at my own and other institutions through difficult personnel situations. Implemented pilot faculty mentoring system at TCNJ based on faculty proposal: 20% of tenure-stream faculty participated as mentors or mentees in the first year.

Faculty Personnel Matters: Proposed (TCNJ) and annually approved (Ithaca College) faculty hiring requests, both tenure-stream and multi-year contract. Recruited faculty (TCNJ), hiring approximately 20 tenure-stream faculty in my six years as dean. Reviewed faculty performance including periodic reviews, tenure and promotion at The College of New Jersey (total of 110 tenure-stream faculty, approximately 40 tenure and/or promotion reviews in 6 years), continued to do that at Ithaca College (540 tenure-stream faculty with approximately 40 tenure and/or promotion reviews per year), as well as review of multi-year contract (non-tenure-stream), visiting appointment (one-year), and approval of part-time faculty appointments (reviewed by department chairs). Worked with faculty in personal situations including adoption or birth of a child, caring for aging parent, onset of age-related dementia. Nomination of faculty for awards, including external faculty sabbatical awards, external teaching awards, external scholarship awards. External reviewer for tenure and promotion cases at over a dozen other institutions including Brown University, Cornell University, and Harvard University.

Graduate Programming: At UW-Madison, supervised graduate students in language teaching, developed mentorship model for graduate students, mentored many students toward college-wide teaching awards (far out of proportion with our numbers), developed and taught methods of teaching. Participated in and then chaired department's graduate admissions and fellowship committee. Worked with Graduate School on fellowship questions. Recruited graduate students. Implemented language testing system to ensure graduate students had adequate language skills, enhancing placement record and sustaining applications during national decline of interest in graduate education in Russian. Worked with colleagues in several other departments to develop new interdisciplinary doctoral program in second language acquisition, now considered one of the best in the country. At Middlebury College School of Russian, broadened curriculum, enhancing applications and enrollment. At TCNJ worked with English faculty to revise

MA curriculum. Taught graduate methods seminar at Princeton as visiting professor. At Ithaca College supported creation of new low-residency MFA in Image-Text, supported revision of MBA and development of new master's level programming in a variety of disciplines.

Interdisciplinarity: Directed federally funded interdisciplinary center for the study of Russia, Eastern Europe, and Central Asia at UW-Madison, working with department chairs to recruit faculty to teach courses for the center. Developed interdisciplinary courses such as History of Russian Film (cross-listed with History, Film, and Russian programs). Fostered the development of interdisciplinary programs at TCNJ (e.g., Holocaust and Genocide Studies, USA Studies, Religious Studies) and at Ithaca College (e.g., Image-Text).

Professional Development: Revised and/or enhanced numerous internal programs for professional development for faculty and staff at TCNJ and Ithaca College. Participated in professional development programs myself including Harvard's Management Leadership Program, ACE New CAO Institute, CASE Development Seminar, Assessment Institute at University of Indiana/Purdue University at Indianapolis, CUR Institute, Community-Engaged Learning Institute.

Shared Governance: Worked in AAUP award-winning shared governance at TCNJ for 6 years; worked with faculty and staff in HSS to develop school-wide shared governance structure for school-wide policies and systematized membership processes for school-wide committees. Asked by Board of Trustees of Ithaca College to convene and lead a task force to develop new model for shared governance at Ithaca College: proposed new model now under discussion campus-wide. Enhanced shared governance model in the work of Ithaca College's Institutional Effectiveness and Budget Committee, the establishment of an advisory committee for the international education program, and inclusion of faculty members in the college's risk management committee.

Supervision: At TCNJ, supervised 6.5 FTEs including assistant dean and faculty fellow (associate dean) and clerical/administrative support staff, as well as department chairs; at Ithaca College, supervised 11 direct reports (two associate provosts, 1 assistant provost, 1 vice provost, five academic deans, director of athletics, who together supervise over 400 staff, as well as office manager who is the direct supervisor of five additional support staff). Have mentored staff toward successful career trajectories at UW-Madison, Temple University and TCNJ and have successfully nominated staff for internal awards at UW-Madison and TCNJ.

Strategic Planning: Participated in strategic planning processes at Middlebury College's Language Schools and TCNJ; led strategic planning effort, involving over 60 faculty, staff, students, and alumni, for the School of Humanities and Social Sciences at TCNJ in a process that served as a model for the subsequent college-wide strategic planning process. At Ithaca College established a Student Success Committee charged with enhancing retention and reducing time to degree.

Technology of Learning and Teaching: Developed software for the teaching of the Russian sound and writing systems (published and still on the market); won internal grant at UW-Madison for the development of authoring tools to create lessons for advanced listening

comprehension in three different languages; won external grant from US Department of Education to develop advanced listening comprehension lessons in Russian (published, honored with a national award, and still available on-line); worked closely with instructional technology team members and faculty to support new approaches to curricular enhancement through technology at UW-Madison, Middlebury College, and TCNJ.

Transformative (High-Impact) Learning Practices: Substantial effort, in collaboration with campus and community partners, to increase student participation in high-impact learning opportunities (study abroad, community-engaged learning, undergraduate research, internships, and experiential learning), reducing barriers and resulting in significant increases in student participation in these experiences at TCNJ. Creation of student accomplishment database to track, record, and document student success, with an impact on marketing and communications.

Hofstra University

As Dean of Hofstra College of Liberal Arts and Sciences, serving as academic leader of a college comprised of four schools (Education; Humanities and Fine and Performing Arts; Kalikow School of Government, Public Policy, and International Affairs; Natural Sciences and Mathematics) offering more than 90 undergraduate degree programs and over a dozen graduate degree programs to over 4,000 undergraduate and graduate students.

Leadership Experience at Hofstra University

Supervision of associate and assistant deans and collaboration with faculty, represented in a collective bargaining agreement, in departments and programs in a highly functioning shared governance environment a unionized environment.

Ithaca College

As Provost and Vice President for Educational Affairs, serving as chief academic officer and chief student affairs officer, overseeing also Division III athletics, for over 6,500 undergraduate and graduate students, over 500 full-time faculty, and over 1,000 full-time staff in five schools (liberal arts and professional programs) with 97 undergraduate majors and 27 graduate degree programs; responsible for budget of over \$108 million, including salaries and benefits. Located on over 600 acres, Ithaca College has 26 residence halls and 2 apartment complexes, and boasts a library with over 300,000 volumes and an endowment valued at over \$260 million.

Leadership Experience at Ithaca College

Chief Academic Officer responsible also for student affairs (campus life) and athletics, providing leadership in the following areas:

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- Supervision of 5 deans, vice provost for academic programs, associate provosts for student affairs and diversity, director of athletics, assistant provost for budget and finance, office manager. Oversaw academic programs (undergraduate and graduate), athletics, library, registrar's office, advising center, student accessibility services, Title IX, tutoring, equal opportunity program, international education (inbound, outbound), civic engagement, residential life, student judicial affairs, student organizations, among others.
 - Integration of Academic Affairs and Student Affairs in Division of Educational Affairs, beginning with establishment of exemplar projects and articulation of their learning outcomes
 - Leadership of Shared Governance Task Force: development and vetting of new structure for shared governance at Ithaca College
 - Middle States Self-Study Project (2015-2018): establishment of committee structure, selection of committee chairs, development of web-based repository for evidence and collaborative writing, articulation of work goals and timeline
 - Development of New Procedures and Organizations to Promote Diversity: Provost's Council on Diversity and Inclusion, Campus Climate Survey, New Search Procedures
 - Work Force Analysis to right-size staffing of Division of Educational Affairs
 - Development and Approval of Faculty Hiring Plans (both tenure-stream and visiting)
 - Enhancement of support of research and sponsored grants with development of new systems to incentivize research
 - Establishment of Academic Leaders group to discuss issues that it prioritizes, feeding suggestions and questions into existing committees or new task forces
 - Development and Implementation of "Difficult Dialogues Project" focusing on sexual assault on college campuses
 - Review of First-Year Residential Experience Learning Outcomes and revision of FYRE programming
 - Strategic leadership for analysis of study abroad affiliate programs to reduce college expenses by \$300,000 in Fiscal 2017 and over \$500,000 annually starting Fiscal 2018
 - Review of Counseling and Psychological Services and implementation of suggestions
 - Campus-wide communication on diversity and inclusion issues in the context of student protests and demonstrations, including communication about a student party off-campus with a racialized theme

The College of New Jersey, School of Humanities and Social Sciences

As Dean provide leadership of academic division with approximately 2200 students, 107 tenure stream faculty and 100 part-time instructors in humanities and social sciences majors, as well as women's leadership program, constituting largest academic unit in the College of New Jersey

(considered a “public ivy” in college rankings: www.tcnj.edu, hss.pages.tcnj.edu) with 8th highest graduation rate of public institutions of higher education in the USA according to the Chronicle of Higher Education, ranked first in commitment to undergraduate education in public universities in the north (US News and World Report, 2014).

Leadership Experience at The College of New Jersey

Chief academic officer of the humanities and social science division of the college, providing leadership in the following areas:

Strategic Planning, Governance, and Resource Allocation (Budgeting)

- Managed \$16 million budget in accordance with college-wide and school-wide strategic plans
- Monitored efficiency of scheduled instruction with more than 2/3 of all classes at 95-100% of planned capacity or higher
- Led college-wide assessment of general education using AAC&U VALUE Rubrics, 2013
- Co-chaired Task Force on Middle States Reaccreditation Standards 10, 11, 12, and 14, including Educational Offerings, General Education, Faculty, and Assessment of Student Learning Outcomes, 2012-2015
- Fostered creation and implementation of school-wide strategic plan, with annual reports on progress on implementation
- Developed and implemented school-wide governance system and new measures of transparency
- Created school-wide system of department-based planning and learning outcomes assessment as well as learning outcomes assessment for school-wide learning objectives, including establishment of learning outcomes assessment committee consisting of faculty from HSS departments
- Developed and piloted new faculty mentoring system for newly appointed assistant professors and older faculty “stuck in rank”; currently developing plan for wider implementation of peer mentoring and mentoring groups for faculty
- Established a school-wide diversity council to identify and overcome challenges in recruiting and retaining faculty, staff, and students from underrepresented minorities
- Enhanced periodic external review process for departments and programs within the school
- Established new advisory councils for students, alumni, and community members
- Established policies and procedures for faculty professional development funding awards selection

Personnel

- Attended to all personnel matters (including promotion and tenure, as well as conflict resolution and performance improvement plans)

- Recruited and mentored faculty; implemented new faculty mentoring system
- Managed faculty and staff professional development opportunities
- Ran faculty research travel support program
- Managed faculty research mini-grant program
- Managed appeals and complaints from faculty and staff

Curriculum

- Led initiative to embed instruction in public speaking, approved after community discussion in Spring 2014
- Began to lead initiative to embed instruction in ethics within all majors in humanities and social sciences before departing the institution
- Developed new structures to enhance existing and put in place new opportunities for high impact learning experiences embedded in the curriculum, particularly for community-engaged learning, undergraduate research, and study abroad
- Developed new mechanisms to track student participation in transformative learning experiences: undergraduate research, internships, community-engaged learning, experiential learning, and study abroad
- Led initiative to expand offerings of courses with a community-engaged learning focus
- Led initiative to increase number of students participating in study abroad
- Reviewed study abroad program options in China (2011), England and Eire (2012), France (2014), Germany (2014), Israel (2012), Italy (2014), and Turkey (2014)
- Instituted new event to celebrate undergraduate research within the School
- Created and taught new post-graduate planning course for HSS majors
- Led effort to establish first language learning/living community on campus (for Japanese)
- Created summer program in ESL and American Studies (revenue-generating program), developed ESLAS curriculum and assessment program, supervised ESLAS staff, helped recruit students (from China, Middle East, Turkey, Russia and former Soviet Union), traveling to China, Russia, and Kazakhstan to recruit students and establish partnerships
- Established new intensive courses for less commonly taught languages (Arabic, Chinese, Japanese, Russian) and developed mechanism to account for faculty workload in this context
- Fostered the creation of new interdisciplinary programs (Chinese Studies, Religious Studies, Classical Studies, Holocaust and Genocide Studies, Russian Studies, USA Studies)

Public Relations

- Developed and implemented plan to increase alumni support
- Managed donor relations
- Created new student awards

- Developed and implemented new communication strategy, with revised website, Facebook page, Twitter feed
- Enhanced publicity materials with new focus on photographs that capture key identity of school, close faculty mentoring, for website, brochures, and slideshow with music
- Ran annual orientation sessions for new students and welcome sessions for new freshmen

Enrollment Management

- Recruited students with new programming for admissions events including Accepted Students Day
- Developed and implemented plan to increase sense of community within the school, including lunches with students, weekly message to students, faculty and staff, and special events
- Fostered initiative to create new advising structure to help increase retention and improve graduation rates

In addition, as dean, participated in college-wide initiatives in the following areas:

- Campus-Wide Committee on Faculty Affairs (revision of standards for reappointment and promotion, revision of policy on office hours, creation of policy on recording of lectures, revision of departmental disciplinary standards for reappointment, tenure, and promotion, etc.)
- Campus-Wide Committee on Academic Programs and Policies (approval of new programs and policies, such as retention of student work or process for grade appeal, and approval of substantial revision of existing programs and policies)
- Campus-Wide Program Council on Teaching and Learning (implementation of professional development programs for faculty)
- Campus-Wide Strategic Planning Task Force on Signature Experiences
- Chair of Search Committee for new Dean of School of Education
- Campus-Wide Search Committee for assistant provost and director of Center for Institutional Effectiveness
- Campus-Wide Search Committee for associate provost and director of general education (liberal learning)
- Campus-Wide Committee on Information Technology Project Prioritization (2010-2012)
- Academic Affairs Liaison to Student Affairs Leadership Team (including Vice President for Student Affairs, Dean of Students, Directors of Athletics, Dining, Residence Halls, Counseling and Psychological Services, Judicial Affairs)
- Collaborated closely with other units on campus including Deans of other schools at TCNJ, Admissions, College Advancement, Alumni Affairs, Grants and Sponsored Research, Career Center, Center for Counseling and Psychological Services, Institutional Review Board,

Office of the Dean of Students, Campus Police, Public Relations, Human Resources, Disability Services, Graduate Studies, Leadership of Campus Faculty Union

- Worked with ethics officers on matters related to violation of student academic integrity policy
- Worked with other offices on campus to address academic issues related to significant student illness, deaths in the family, and student deaths
- Gave welcoming remarks and keynote addresses at campus events including annual Faculty Technology Symposium and Phi Beta Kappa Induction as well as conferences held off and on campus

Temple University, College of Liberal Arts (CLA)

As Vice Dean for Undergraduate Affairs, reporting to two different interim deans and two different permanent deans, responsible for all aspects of undergraduate curricular planning:

- Developed new upper-level honors program
- Fostered creation of assessment plans to evaluate learning outcomes in CLA majors
- Promoted development of courses for university's new general education program, recruiting fully one third of CLA faculty to author courses ultimately approved for implementation
- Facilitated university-wide course renumbering process
- Ran events to recruit new students and developed new program for admissions open houses
- Supervised undergraduate advising center and undergraduate internship center
- Piloted peer mentoring system
- Managed undergraduate student complaints, grievances, and appeals
- Ran special events, including tribute to Rosa Parks, symposium on languages and careers, symposium on anniversary of Sputnik (with College of Science and Technology)
- Ran annual summer orientation program for new students
- Developed and implemented orientation program for adjunct instructors
- Reviewed study abroad program at Tokyo campus (with site visit)

Professor of Russian, Head of Russian Section, Department of French, German, Italian & Slavic (2005-2009):

- Revised undergraduate curriculum
- Developed exemplary assessment program used as model for other programs
- Hired, mentored, supervised adjunct instructors

University of Wisconsin-Madison, Department of Slavic Languages and Literatures

- Developed new curricula, increasing the number of majors three-fold

- Developed system to mentor and supervise graduate student teaching assistants, leading to significant increase in teaching awards won by Slavic Department graduate students
- Developed and implemented language testing for graduate students in doctoral program
- Developed exemplary assessment program for undergraduate Russian language major
- Implemented new mentoring systems for undergraduate majors in Russian and Polish
- Enhanced record of external awards won by undergraduate students
- Worked with advancement to bring in \$1.125 million gift in Polish
- Led effort to establish new doctoral program in Second Language Acquisition
- Served in college-wide curriculum committee, including revision of breadth requirements
- Reviewed study abroad programs in Russia and ran pre-departure orientations
- Participated in campus-wide committee on grade appeals from study abroad

Director, University of Wisconsin-Madison Center for Russia, East Europe and Central Asia (Funded by US Department of Education Title VI Program):

- Revised undergraduate certificate in Russian, East European and Central Asian Studies
- Enhanced advising system for students in program
- Ran Foreign Language Area Studies scholarship competition
- Advocated for interdisciplinary appointments on campus through International Institute

Middlebury College Russian School

As director, completely restructured the leading intensive immersion program in Russian in the United States:

- Developed and implemented new pre- and post-program language assessment in accordance with national benchmarks
- Used language acquisition data to promote program and recruit students and faculty
- Developed new faculty-mentoring system
- Integrated co-curricular and curricular programming
- Revised master's degree curriculum and doctoral program
- Developed new courses for undergraduate and graduate levels
- Collaborated with partners on campus (language schools administration, administration of Center for the Arts, Technology Center, etc.)
- Implemented new strategies to build community and increase student retention
- Established new communication strategies
- Conducted site visits to review Middlebury programs in Russia

ELECTED PROFESSIONAL POSITIONS

Member, Board of Directors, American Council on the Teaching of Foreign Languages (12,000+ members teaching all languages at all levels), 2013-2015.

Member, Board of Directors, New Jersey Council for the Humanities, 2012-2014.

Vice Chair, New Jersey Council for the Humanities, 2014.

Member, Board of Directors, American Council of Teachers of Russian, 1993-2013 (three-year terms).

Member, Board of Directors, Northeast Conference on the Teaching of Foreign Languages: 2007-2011.

President, American Association of Teachers of Slavic & East European Languages (AATSEEL): 2003-2004 (2-year term, 6 years on Executive Council 2001-2006 as President-Elect, President, Past-President).

Vice President, American Association of Teachers of Slavic & East European Languages (AATSEEL): 1997-1998.

Vice President for Less Commonly Taught Languages, American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs (AAUSC): 2000-2001 (2-year term).

Chair, Divisional Committee, Division of Applied Linguistics, Modern Language Association (MLA): 2000 (served as elected member of the committee from 1997-2001).

ACADEMIC HONORS AND AWARDS

Lilian Stroebe Medal for Global Citizenship and Advocacy for the Study of Languages and Cultures, presented by Middlebury College, 2015.

Award for Advocacy for Women's Leadership, Presented by Directorial Team of *Vagina Monologues*, 2014.

American Council of Teachers of Russian (ACTR) Award for Distinguished Service, 2014.

Honorary Member, Golden Key International Honour Society, TCNJ Chapter, 2012.

American Association of Teachers of Slavic and East European Languages (AATSEEL) Award for Outstanding Service to the Profession, 2008.

AATSEEL Award for Best Work in Pedagogy, 2008, for *Russian Advanced Interactive Listening Series (RAILS)*.

UW-Madison College of Letters and Science Faculty Advising Award, 2004.

AATSEEL Award for Best Book in Pedagogy, 2001, for *The Learning and Teaching of Slavic Languages and Cultures*, co-edited with Olga Kagan.

UW-Madison Chancellor's Award for Distinguished Teaching, 2000. Citation: <http://news.wisc.edu/faculty-highlighted-for-teaching-mastery/> (scroll down to Rifkin).

Teaching Academy Fellow, UW-Madison, Selected on basis of excellence in teaching, 1997-2000.

Award for Outstanding Teaching, College of Letters & Sciences, UW-Madison, 1992.

Modern Languages Association/National Endowment for the Humanities Summer Languages Institute Fellow, Summer 1991, to participate in workshop at Middlebury College and to work on research in teacher training and education in less commonly taught languages.

University of Michigan Rackham Dissertation Fellowship, 1989-1990.

University of Michigan Regents Fellowship, 1985-1989.

COURSES TAUGHT

Ithaca College: Love & Death: 19th Century Russian Literature in Translation; History of Russian Film.

The College of New Jersey, 2009-2015: Freshman Seminar "Language in Society," Post-Graduate Planning Course, First-Year Intensive Russian. Guest teaching in all levels of Russian language. Created new courses and supervised them: History of Russian Film and Survey of Contemporary Russia.

Princeton University, Fall 2014: Methods of Teaching Russian (graduate seminar as visiting professor).

Temple University: 2005-2009: Discovery of the Liberal Arts-Languages, Language Learning, and Careers; Third-Semester Russian; Service Learning in Russian; Language in Society (General Education); Intensive First-Year Russian; Supervision of First- through Fourth-semester Russian. See also Curricular Development, below.

University of Wisconsin-Madison 1990-2005: Russian language first through fifth years, Methods of Teaching Slavic Languages, Contemporary Russian Literature and Film (in English/Writing Intensive), Methods of Teaching Russian, Practicum for Teachers of Russian, Student Teaching in Russian, TA Supervision.

ADDITIONAL PROFESSIONAL TRAINING

Seminars on Interrupting Bias, Institutional Racism and Privilege, Training for Change Associates (Ithaca), 2015 and U of Penn. Graduate School of Education, 2015.

ACE Institute for New Chief Academic Officers, 2015-2016.

CASE Seminar on Development for Deans, 2014.

Bonner Foundation High Impact Practices Institute (on community-based learning), at Siena College, 2013.

Council on Undergraduate Research, Mentorship, Collaboration & Undergraduate Research in the Social Sciences and Humanities, Mesa, AZ, 2010.

Middle States Commission on Higher Education, Training for Accreditation Team Members, Philadelphia, 2009.

Assessment Institute, Indiana University/Purdue University Indianapolis, 2007.

Management Development Program, Harvard University Graduate School of Education, Institute for Higher Education, 2006.

American Council on the Teaching of Foreign Languages Oral Proficiency Interview Tester Workshop, George Washington University, Washington, DC, 1991 (leading to certification as oral proficiency interview tester in Russian).

Also: Certified (Licensed) to teach Russian in Secondary Schools, State of Wisconsin, 1992-1997.

GRANTS

US Department of Education Grant for Undergraduate International Studies and Foreign Language, 2012-2015 (with Co-PI Assistant Professor Michael Marino) to internationalize history secondary education program: \$320,000. See: <http://coldwarlessonplans.org/>

Russky Mir Foundation, 2008 (with Co-PI Professor Vladislav Zubok) to run a seminar in 2009 for Russian and American specialists in Russian language and Russian history: \$62,000. (Grant won before I left the institution, but administered after my departure.)

US Department of Education Grant for International Education: Instructional Materials Development Program: Russian Advanced Interactive Listening Series (RAILS). 3-year grant for approximately \$500,000: 2003-2006: www.languageinstitute.wisc.edu/rails. (See also "Awards".)

University of Wisconsin-Madison Sabbatical Grant for Spring 2004.

SSRC Summer Language Institute Grant (for Middlebury Russian School) for Summer 2004, \$27,000.

SSRC Summer Language Institute Grant (for Middlebury Russian School) for Summer 2003, \$30,000.

SSRC Summer Language Institute Grant (for Middlebury Russian School) for Summer 2002, \$30,000.

SSRC Summer Language Institute Grant (for Middlebury Russian School) for Summer 2001, \$24,000.

ACTFL Grant for Research on Oral Proficiency Testing, \$4,000, Summer 2001.

Principal Investigator, Foreign Language Technology Initiative, "Transforming Teaching through Technology ("T4") Foreign Language Project," \$600,000+ for 3-year grant to develop authoring tools to create web-based learning objects to teach advanced level listening comprehension in a series of different languages, supervising a staff of four: <http://imp.lss.wisc.edu/t4flp/>. 2000-2003.

SSRC Summer Language Institute Grant (for Russian School of Middlebury College), \$28,000, Summer 2000.

Webworks Grant, UW-Madison Division of Information Technology, 1999.

Teaching Enhancement Grant, UW-Madison Teaching Academy, "Pushed Output: The Acquisition of Relativization in Russian," 1999.

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- University of Wisconsin-Madison Graduate School Research Grant, one month salary, summer 1998: "Error Gravity Revisited."
- University of Wisconsin-Madison Sabbatical Grant for Fall 1997.
- University of Wisconsin-Madison Graduate School Research Grant, one month salary, summer 1994: "Attitudes toward Foreign Language Learning."
- Undergraduate Teaching & Improvement Council Grant, 1995-1996, \$12,000, with Professor Mark Beissinger (Political Science) to develop interdisciplinary course, "Contemporary Russian Politics."
- University of Wisconsin-Madison Graduate School Research Grant, Summer 1993 (deferred to summer 1994), summer salary: "Attitudes toward Foreign Language Learning."
- Undergraduate Teaching & Improvement Council Grant, Summer 1993, \$9,000 to develop computer assisted language learning program.
- SSRC (Social Science Research Council) Summer Russian Language Institute Grant for UW-Madison, Summer 1993, \$18,000.
- Pilot Study Research Grant, University of Wisconsin-Madison Graduate School, "Native Speaker Evaluation of Intermediate Level Learner Speech Errors in Russian," 1992, \$2,000.
- Anonymous Fund Grant, Spring 1991, \$2,000, for the acquisition of contemporary Russian films on video for University of Wisconsin-Madison.
- Modern Languages Association/National Endowment for the Humanities Summer Languages Institute Fellow, Summer 1991, to participate in workshop at Middlebury College and to work on research in teacher training and education in less commonly taught languages.
- Rota Grant (Apple, Inc.), Spring 1991, \$25,000 in equipment for the development of Macintosh-Assisted Instruction for Introductory Russian, Spring 1991 (ultimately led to publication of CD-ROM "START"-see Bibliography.)

PUBLICATIONS

Google Scholar counts nearly 800 citations to Rifkin's work in publications of other scholars, nearly half of those citations since 2012. This count does not include any citations of works originally published in Russian or works in Russian by other scholars citing Rifkin's work. Google Scholar's h-index = 15 and i10 index = 18.

Books (2)

Grammatika v kontekste: Russian Grammar in Literary Contexts. Textbook 432 pp., *Workbook/Laboratory Manual* 267 pp., *Audio Program* 3 hours, *Instructor's Manual* 144 pp. New York: McGraw-Hill, Inc., 1996. (Reviewed in *Slavic and East European Journal* 40 [1996]: 787-789.)

Narrator's Discourse in Film and Prose Fiction: Case Studies of Lapshin and Scarecrow. Russian and East European Studies in Aesthetics and the Philosophy of Culture 2. New York: Peter Lang, Inc., 1994, 250 pp., xii.

Co-Authored Books (2)

Panorama: Intermediate Russian Language and Culture. Co-authored textbook, with Evgeny Dengub (Amherst College) and Susanna Nazarova (Mount Holyoke College). Georgetown University Press, 2017.

Advanced Russian through History: Dela davno minuvshikh dnei. Coauthored with Olga Kagan and Anna Yatsenko (Alsufieva). Yale University Press, 2007. Textbook website: <<http://yalepress.yale.edu/yupbooks/russian/>>. Reviewed in *Slavic and East European Journal* 52.4 (Winter 2008): 648-649.

Edited Volumes (3)

Special Issue of the Slavic and East European Journal 54.1 (2010): *The Learning and Teaching of Slavic Languages and Cultures.* Co-edited with Olga Kagan.

The Learning and Teaching of Slavic Languages and Cultures: On the Threshold of the 21st Century, co-edited with Olga Kagan, Slavica Publishers, 2000. (See: Honors and Awards.)

Mentoring Foreign Language TAs, Lecturers and Adjunct Faculty. Annual volume of the American Association of University Supervisors, Coordinators and Directors of Foreign Language Programs, Heinle and Heinle, 2000.

Book Chapters (6)

“Attending to Learner Diversity in the Lesson Plan: Planning for Intensity of Engagement.” *Annual Volume of the Northeast Conference on the Teaching of Foreign Languages* 61, 2007: 74-80. (On line at <http://www.nectfl.org/wp-content/uploads/2016/06/review61.pdf>.)

“Coordinating Russian-Language Instruction,” *Twelve Years of Dialogue on Teaching Russian*, ed. by Betty Lou Leaver. Washington, D.C.: ACTR/ACCELS Publications, 2000. 271-282

“A Model for Teacher Training and Education in Slavic Languages,” *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century.* Ed. Olga Kagan and Benjamin Rifkin. Bloomington, IN: Slavica, 2000. 519-538. (This paper was refereed in an anonymous review process.)

“Textbooks, Videos, and CD-ROMs for Teaching Russian,” *The Learning and Teaching of Slavic Languages and Cultures: Toward the 21st Century.* Ed. Olga Kagan and Benjamin Rifkin. Bloomington, IN: Slavica, 2000. 655-680. (This paper was solicited.) Updated version on the web at <http://www.slavica.com/teaching/rifkin.html>.

“Breaking Out of the Vicious Circle: TA Training, Education and Supervision for the Less Commonly Taught Languages.” *Development and Supervision of Teaching Assistants in*

Foreign Languages. Annual Volume of the American Association of University Supervisors and Coordinators. Joel Walz, editor. Heinle & Heinle, 1992. 47-84.

“Professional Training for Slavists: Priorities for the Next 30 Years,” *Vision 2020* (special ACTR/AATSEEL publication). U. of Iowa Press, 1992. 53-59.

Co-Authored Book Chapters (1)

“Oral History in the Russian-Language Curriculum.” *The Art of Teaching Russian*. Editors: Evgeny Dengub, Irina Dubinina, Jason Merrill. Co-authored with Benjamin C. Jens and Colleen Lucey. Accepted for publication through blind referee process, expected publication date 2017.

Software (5)

RAILS (Russian Advanced Interactive Listening Series) Lessons: Principal investigator and co-editor on 30 advanced-level listening comprehension lessons created through US Department of Education grant at UW-Madison 2003-2006:

<https://rails.languageinstitute.wisc.edu/> (See also “Awards”.) Given 5-star (highest) rating at MERLOT (Multimedia Educational Resource for Learning and OnLine Teaching): <http://www.merlot.org/merlot/viewCompositeReview.htm?id=284505>

Multimedia Annotator: Lead pedagogy director for multimedia annotation software created at UW-Madison, 2002-2004. Licensed through UW-Madison College of Letters & <http://engage.wisc.edu/accomplishments/mma.php>

Multimedia LessonBuilder: Lead pedagogy director for multimedia authoring tool created at UW-Madison, 2002-2004. Licensed through UW-Madison College of Letters & Science: <http://engage.wisc.edu/accomplishments/mmlb.php>

T⁴ Foreign Languages Project: Learning through Listening: Browser-based lessons on advanced listening comprehension for ESL, Russian and Spanish; authoring tools to create lessons in these and other languages, 2000-2003.

START: An Introduction to the Sound & Writing Systems of Russian. CD-ROM multimedia program with digitized sound and animation. Newburyport, MA: Focus Publishing Group, 1998. Now in 2nd edition: Focus Publishing Group, 2005.

Articles in Refereed Journals (28)

“The World Language Curriculum at the Center of the Post-Secondary Curriculum.” (Essay on the relationship between the *National Standards in Foreign Language Learning* and the Essential Learning Outcomes of the “Liberal Education and America’s Promise” program of the Association of American Colleges and Universities.) *Liberal Education* 98.3 (Summer 2012): 54-57. Also on line at <http://www.aacu.org/liberaleducation/le-su12/rifkin.cfm>

“Student Motivation and World Language Curricula at the Post-Secondary Level: Responses to the *MLA Report on Foreign Language Education*.” *ADFL Bulletin* 42.1 (2012): 68-75.

- “Language Learning Journeys and Destinations: Are We There Yet?” (Essay reviewing data on learning outcomes in the foreign language field.) *NECTFL Review* 68 (2011): 13- 27 (<http://www.nectfl.org/wp-content/uploads/2016/06/Review-68.pdf#page=15>).
- “Obuchenie russkomu iazyku kak inostrannomu na prodvinytykh urovniakh: Printsipy i obraztsy iz praktiki” [The Teaching of Russian As a Foreign Language at Advanced Levels: Principles and Practice]. *Ekologiia sovremennoi kul'tury [An Ecology of Contemporary Culture.]* Russky Mir Foundation and the Moscow State University Center for International Education (2009): 59-64.
- “O novykh tendentsiiax v vysshem obrazovanii v SShA” [“New Trends in Higher Education in the USA”] *Vysshee obrazovanie v Rossii: Nauchno-pedagogicheskii zhurnal Ministerstva obrazovaniia Rossiiskoi Federatsii [Higher Education in Russia: Scholarly-Pedagogical Journal of the Ministry of Education of the Russian Federation]*: No. 5 (2009: 127-133).
- “A Ceiling Effect in Communicative Language Teaching?” in the “Perspectives Column.” *Modern Language Journal* 90.2 (2006: 262-264)
- “50 Years of Pedagogy: The Learning and Teaching of Slavic Languages Past, Present and Future.” *Slavic and East European Journal* 50.1 (2006): 29-44.
- “Putting the Horse Before the Cart: Curricular Design with the ACTFL Proficiency Guidelines,” *Journal of the African Language Teachers Association* 7 (2005): 81-104.
- “Models of Best Practices: The Department of Slavic Languages and Literature at UW-Madison.” *ADFL Bulletin* 36.3 (2005): 57-62.
- “A Ceiling Effect in Traditional Classroom Foreign Language Instruction: Data from Russian.” *Modern Language Journal* 89.1 (2005): 3-18.
- “A Response to Glisan and Donato.” *Foreign Language Annals* 37.3 (2004): 477-483.
- “Oral Proficiency Learning Outcomes and Curricular Design.” *Foreign Language Annals: Special Issue on the Oral Proficiency Interview* 36.4 (2003): 582-588.
- “Guidelines for Foreign Language Lesson Planning.” *Foreign Language Annals* 36.2 (2003): 167-179.
- “Criteria for the Assessment of Foreign Language Instructional Software and Websites,” *ADFL Bulletin* 34.2 (2003): 53-56.
- “A Case Study of the Acquisition of Narration in Russian: A Project at the Intersection of Three Disciplines.” *Slavic and East European Journal* 46 (2002): 465-482. Reprinted in *Russian Language Journal* 60 (2010): 147-166.
- “The Evolution of ‘Us’ and ‘Them’ in Contemporary Russian Cinema from Perestroika to Putin.” *Ab Imperio* 3 (2002): 561-580. (Translated into Czech at http://www.iliteratura.cz/knigi/archiv/lit/film_brat2.htm)
- “Obuchenie russkomu iazyku v SShA: Metodika testirovaniia.” *Vysshee obrazovanie v Rossii: Nauchno-pedagogicheskii zhurnal Ministerstva obrazovaniia Rossiiskoi Federatsii [Higher Education in Russia: Scholarly-Pedagogical Journal of the Ministry of Education of the Russian Federation]*: 5 (2001): 139-147.

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- “Collaboration: The Key to Building Curricula for Communication,” *Journal of Southeast Asian Language Teaching*, VII (1998 / published in 2001): 1-32.
- “Revisiting Beliefs about Foreign Language Learning.” *Foreign Language Annals* 33 (2000): 394-420.
- “Video in the Proficiency-Based Advanced Conversation Class: An Example from the Russian Curriculum.” *Foreign Language Annals* 33 (2000): 63-71.
- “Second Language Acquisition Theory and the New Generation of Russian-Language Textbooks,” *Slavic and East European Journal* 41.2 (1997): 330-340.
- “Error Gravity in Learners' Spoken Russian: A Preliminary Study.” *Modern Language Journal* 79 (1995): 477-490.
- “Writing Skills in the Russian-Language Curriculum.” *Russian Language Journal* 49.162-164 (1995): 65-88.
- “The Christian Subtext in Bykov's Film *Chuchelo*.” *Slavic and East European Journal* 37 (1993): 178-193.
- “The Communicative Orientation of Russian-Language Textbooks.” *Slavic and East European Journal* 36.4 (1992): 463-488.
- “The Reinterpretation of History in Aleksei German's Film *My Friend Ivan Lapshin* : Shifts in Center and Periphery.” *Slavic Review* 51 (1992): 431-447.
- “Adapting the Russian Textbook for the High School Classroom.” *Voice of WAFLT (Wisconsin Association of Foreign Language Teachers)* 19.2 (1992): 23-26.
- “Polyphony of Created Worlds in Aksenov's *Chetyre temperamenta*.” *Soviet and East European Drama, Theater and Film* 9. 2-3 (1989): 30-35.

Coauthored Articles (5)

- “The State of the Russian Field 20 Years after the Report of the National Committee for Russian Language Study: A Response to Rachel Stauffer,” coauthored with Dan Davidson and Jane Shuffelton. *Slavic and East European Journal* 50.4 (2006): 679-684.
- “Apples and Oranges Are Both Fruit, But They Don't Taste the Same: A Response to Wynne Wong and Bill VanPatten,” coauthored with Betty Lou Leaver and Boris Shekhtman, *Foreign Language Annals* 37.1 (2004): 125-132.
- “Attaining High Levels of Proficiency: Challenges for Language Education in the United States.” Co-authored with Margaret E. Malone, Donna Christian and Dora E. Johnson of the Center for Applied Linguistics. *Journal for Distinguished Language Studies* 2 (2004): 67-88.
- “Gender Representation in Foreign Language Textbooks: A Case Study of Textbooks of Russian,” *Modern Language Journal* 82 (1998): 217-236 (co-authored with graduate students of the UW-Madison Slavic Department.)
- “Error Gravity: A Critical Review of Research Design.” (coauthored with F. D. Roberts) *Language Learning* 45 (1995): 511-537.

Internet-Published (Peer Reviewed) Instructional Activities (3)

- “Advanced and Superior Conversation Tasks for Video-Based Classes.” Published on TeachRussian.org (referee reviewed), 2010.
<http://www.teachrussian.org/news/superior/advanced-and-superior-level-conversation-tasks-based-on-russian-films>
- “The Unlucky Island.” Activity based on song «Остров невезения» in film «Бриллиантовая рука». Published on TeachRussian.org (referee reviewed), 2008.
http://www.teachrussian.org/Files/Unlucky_island_Teachers.pdf
- “Gossip Activity.” Speaking activity for the intermediate level. Published on TeachRussian.org (referee reviewed), 2007. <http://www.teachrussian.org/Files/Gossip.pdf>

Non-Refereed Publications and Letters to the Editor (25)

See also blog at benjaminrifkinblog.wordpress.com

- “For Parents of College Students: Top 10 Bits of Advice,” *Times of Trenton* September 2, 2014:
http://www.nj.com/opinion/index.ssf/2014/09/opinion_for_parents_of_college_students_-_top_10_bits_of_advice.html
- “Standards-Based Advocacy for World Languages,” *The Language Educator* August/September 2014, pp. 58-59, co-authored with Jessica Haxhi.
- “Russian Studies Is Not in an Uncomfortable Position at All.” Letter to the Editor, *Chronicle of Higher Education* April 9, 2014: <http://chronicle.com/blogs/letters/russian-studies-is-not-in-an-uncomfortable-position-at-all/>
- “Why We Need the Liberal Arts.” *UrbanMilwaukee.Com*, March 4, 2013:
<http://urbanmilwaukee.com/2013/03/04/why-we-need-the-liberal-arts/> (an expanded version of essay appearing in *InsideHigherEd.Com* on November 27, 2012 at the invitation of editor of *UrbanMilwaukee*).
- “A Wayward Plan in Wisconsin.” *InsideHigherEd.Com*, November 27, 2012:
<http://www.insidehighered.com/views/2012/11/27/why-scott-walkers-focus-pushing-graduates-specific-majors-wrong-essay>.
- “Summertime and Course Re-Design.” *InsideHigherEd.Com*, June 29, 2012:
<http://www.insidehighered.com/advice/2012/06/29/summer-and-course-redesign-easy-essay>.
- “Can the ‘Fierce Humanities’ Stand Up to Assessment?” Letter to the Editor, *Chronicle of Higher Education*, September 23, 2011.
- “Assessment Must Look Beyond the Course,” Letter to the Editor, *Chronicle of Higher Education*, January 14, 2011.
- “Introduction to the Special Issue on New Research on the Learning and Teaching of Slavic Languages.” Co-authored with Olga Kagan. *Slavic and East European Journal* 54.1 (2010): 2-6.
- “The Imperative to Collaborate in Area Studies: Implications of the 2007 MLA Report on Foreign Language Education.” Cover page essay for the *AAASS NewsNet* (newsletter of the AAASS, distributed to approximately 3,000 members). March 2010: 1-5.

- “Lost in Translation” (on translation errors in speech of President Vladimir Putin of Russia). Letter to the Editor, *Philadelphia Inquirer*. September 10, 2007.
- “Reading, Writing, 'Rithmetic, and Russian.” Letter to the Editor, *Chronicle of Higher Education*, May 12, 2006.
- “Responding to Student Evaluations of Teaching,” *AATSEEL Newsletter* 9.1 (2006): 18-19.
- “Advocating for Foreign Language Study at the Post-Secondary Level.” *The Language Educator* 1.2 (2006): 48-51.
- “Advising Students: The Limits of a Teacher's Role.” *AATSEEL Newsletter* 8.1 (2005): 16-17.
- “Language Proficiency and Area Studies.” Column in the *AAASS (American Association for the Advancement of Slavic Studies) Newsnet* 44.1 (2004): 9-13.
- “Editors' Introduction.” Co-authored with Olga Kagan. In *The Learning and Teaching of Slavic Languages and Cultures*. Bloomington, IN: Slavica, 2000. 1-9.
- “Technology in the Slavic-Languages Classroom,” *Newsletter of the UW-Madison Center for Russia, Eastern Europe and Central Asia*, January 1999.
- “Video As a Tool to Promote Paragraph-Length Discourse in the Russian-Language Classroom,” *AATSEEL Newsletter* 41. 2-3 (1998): 20-23.
- “Changes in Russia and Changes in the Russian-Language Classroom.” *Newsletter of the Center for Russia, East Europe and Central Asia of the University of Wisconsin-Madison* 4. 2 (1996): 1-2.
- “Rewarding Oral Communication.” *AATSEEL Newsletter* 38. 6 (1996): 9-11.
- “K probleme obucheniia pis'mu na zaniatiiakh russkogo iazyka na srednem urovne [On the Problem of Teaching Writing Skills in the Intermediate Level Russian Classroom] .” Theses of the Conference of the International Association of Teachers of Russian Language and Literature. Moscow: Moscow State University (1994): 99.
- “The New Russian Realities and the Russian-Language Classroom.” *AATSEEL Newsletter* 37.1 (1994): 4-5.
- “Authentic Texts and Meaningful Tasks: A Response to Richard Leed.” *AATSEEL Newsletter* 36. 1 (1993): 4-6.
- “Teacher Preparation for Slavic Languages.” *AATSEEL Newsletter* 34. 5 (1992): 4-7.
- “Professional Training for Slavists: Priorities for the Next 30 Years.” *AATSEEL Newsletter* 34. 4 (1992): 11-13.

Reviews (20)

- Border Crossing: Russian Literature into Film. Burry and White. *Slavic Review* in press.
- Everything You Wanted to Know about Russian Grammar, But Were Afraid to Ask. Israeli. *Slavic and East European Journal* 57.4 (2014): 701-702.
- Kto ty takoi? Draitser. *Slavic and East European Journal* 51.4 (2007): 807-809.
- Writing for Scholarly Publication. Casanave & Vandrick. *Modern Language Journal* 89 (2005): 138-139.

- Professional-Level Language Proficiency. Leaver & Shekhtman, eds. *Slavic and East European Journal* 48 (2004): 160-161.
- Maximizing Study Abroad. Paige, Cohen, Kappler, Chi, and Lassegard. *Slavic and East European Journal* 47 (2003): 336-337.
- Classroom Communication: Collected Readings for Effective Discussion and Questioning. R. A. Neff and M. Weimer, eds. *Slavic and East European Journal* 43 (1999): 415-417.
- SAIS Readers in International Affairs: Advanced Russian. N. Simes. *Slavic and East European Journal* 43 (1999): 418-420.
- Russian Stage One: Live from Moscow. D. L. Davidson, K. Gor, M. Lekic. *Modern Language Journal* 82 (1998): 440-442.
- Russian Readings for Close Analysis. C. Townsend and Yu. Belchikov. *Slavic and East European Journal* 42 (1998): 361-363.
- Express Track to Russian: A Teach Yourself Program. T. Beyer. *Modern Language Journal* 80 (1998): 137-138.
- Soviet Hieroglyphics: Visual Culture in Late Twentieth-Century Russia. Ed. N. Condee. *Slavic Review* 55 (1996): 940-941.
- Let's Talk About Life! E. Tall and V. Vlasikova. *Slavic and East European Journal* 40 (1996): 786-787.
- Russian in the United States: A Case Study of America's Language Needs and Capacities. R. Brecht, J. Caemmerer and A. R. Walton. *Modern Language Journal* 81 (1997): 136-138.
- Russian Review and Expansion Grammar. N. Alekseyeva, E. Ivanova, and N. Defye. *Slavic and East European Journal* 39 (1995): 323-324.
- Iurii Trifonov: Unity through Time. D. Gillespie. *Slavic Review* 53 (1994): 1197-1198.
- Ogoniok: Novyi etap istorii. M. Lekic. *Modern Language Journal* 78 (1994): 412-413.
- Russian Face to Face Level 1: A Communicative Program in Contemporary Russian. G. Morris, M. Vyatyutnev and L. Vokhmina. *Modern Language Journal* 77 (1993): 560-561.
- Inside the Film Factory. Ed. R. Taylor and I. Christie. *Slavic and East European Journal* 36 (1992): 387-388.
- U menia net vremeni govorit' nepravdu. [Collection of Articles on Soviet Filmmaker D. Asanova.] Compiled by F. Gukasli. *Slavic and East European Journal* 36 (1992): 148-150.
- Reading Real Russian. I. Thompson and E. Urevich. *Slavic and East European Journal* 35 (1991): 458-460.

Translations (1)

- "Jews and Lithuanians," T. Venclova. *Crosscurrents* 8. *Michigan Slavic Materials* 30 (1989): 55-74.

INVITED LECTURES AND PRESENTATIONS (44)

- “Устная история в программе РКИ. Принципы и практика.” [Oral History in Russian as a Foreign Language: Principles and Practices.] Presentation given in Russian to the Russian as a Foreign Language faculty at International University, Moscow, March 2016.
- “Bilingual Russian Poetry Reading,” sponsored by the departments of English and Modern Languages and Literatures, Ithaca College, February 2016.
- “Proficiency-Oriented and Standards-Based Assessment in the Russian Language Curriculum,” for the American Council of Teachers of Russian (webinar), February 2016:
<https://www.youtube.com/watch?v=ZqD-uWJkmjc&feature=youtu.be>
- “The Russian Historical and Cultural Context of Eisenstein’s *Battleship Potemkin*,” lecture for 200 students in introductory film aesthetics and analysis course with Dr. Patricia Zimmerman, Ithaca College, November 2015.
- “The College Foreign Language Program and the Liberal Arts in the 21st Century,” World Language and Culture Studies Conference, Simpson College, October 2015.
- “Policies, Purposes, Programs, and Prospects in World Language Education,” New York University, May 2013.
- “Principles and Practices of Liberal Arts Education in the United States,” Vladimir State University Department of History (lecture given in Russian), March 2013.
- “Discussion in Advanced Level Foreign Language Classes,” Moscow State University (lecture given in Russian), March 2013.
- “Teaching Oral Communication Skills at the Beginning, Intermediate, and Advanced Levels,” Princeton University, November 2012.
- “Iconic Openings: *Moby Dick* and *Anna Karenina*,” with Dr. David Blake, Professor of English, part of TCNJ Close Readings Series, September 2012.
- “The Proficiency Guidelines and the National Standards: A Framework for Curricular Design, Assessment, and Advocacy in K-12 Schools,” Symposium on Bridging the Gap through Standards and Technology: STARTALK Program for Russian Teachers, University of Iowa, August 2012.
- “World Languages in the Liberal Arts Curriculum.” University of Wisconsin-Madison Language Institute, March 2012.
- “The Teaching of Foreign Languages in the United States: Proficiency Guidelines and National Standards” (Lecture delivered in Russian), Zhejiang University, Hongzhou, China, March 2011.
- “Languages and the Liberal Arts,” University of California at Los Angeles, January 2011.
- “Policies, Purposes, and Programs: Re-Envisioning World Language Instruction in the Context of Budgetary Constraints.” University of Texas-Austin Language Center, November 2010.
- “Technology and Pedagogy in the Russian Language Curriculum.” Plenary talk for “Teaching Russian Conference” at University of Victoria, British Columbia, Canada, July 2010.
- “Teaching Russian at the Advanced Levels: Principles and Practices,” Center for International Education of Moscow State University and the Russky Mir Foundation, November 2008.

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- “Are We There Yet? Language Learning Journeys and Destinations.” Boston University, February 2008.
- “Broadening the Apprenticeship.” Columbia University, February 2008.
- “Building Learning Strategies and Study Skills into Your Course.” Butler University, November 2007.
- “Curricular Development for the Less Commonly Taught Languages,” Consortium for Language Learning and Teaching, Princeton University, October 2006.
- “Summer Immersion Study in the US vs. Study Abroad: An Investigation of Language Gain.” Middlebury College Language Schools, July 2006.
- “Birth of an Instructional Technology Project.” Drew University, Madison, NJ, February 2006.
- “Time Is of the Essence: Intensity of Engagement.” Brigham Young University Center for Language Study Colloquium, Provo, UT, November 2005.
- “Intensity of Engagement: Making the Most of the Foreign Language Class.” University of Utah Department of Languages and Literature, Salt Lake City, November 2005.
- “Successful Outcomes in Summer Language Institutes.” National Council of Less Commonly Taught Languages. Invited Lecture. University of Wisconsin-Madison. April 2004.
- “The Proficiency Guidelines as a Framework for Curricular Design: Teaching Towards and At the Advanced Level.” University of Pennsylvania, November 2003.
- “Learning Slavic Languages: Past, Present, Future.” University of Michigan, Ann Arbor: 50th Anniversary of the Founding of the UM Slavic Department, October 2003.
- “Attaining High Levels of Proficiency: Challenges for Language Education in the United States.” Co-authored with Margaret E. Malone, Center for Applied Linguistics. Conference on Global Challenges & US Higher Education. Duke University, Jan. 2003.
- “Immersion: Strategies and Tactics.” Keynote Lecture for Faculty Professional Development Day, Defense Language Institute, Monterey, California, May 2002.
- “Taking Measure: Assessing Students, Curriculum and Programs,” Keynote Lecture, Annual Symposium, Council on Language Instruction, Northwestern University, Evanston, Illinois, May 2002.
- “The Proficiency Guidelines As A Curricular Framework,” Colloquium on the Oral Proficiency Interview, UC-Berkeley Language Center, February 2002.
- “Performance-Based Assessment in the College Curriculum,” Presentation for the UW-Madison Teaching Academy, March 2000.
- “The Intersection of Foreign Language Education, Applied Linguistics, and Second Language Acquisition: The Acquisition of Relativization in Russian,” UCLA, October 1999.
- “A Critique of Error Gravity Research,” Berkeley Language Center, University of California, Berkeley, October 1999.
- “Beliefs about Foreign Language Learning: Expanding the Discussion,” Stanford University, October 1999.

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- “Accountability in Technology-Mediated Foreign Language Learning,” Panel on Learning and Teaching in the Liberal Arts College, Center for Educational Technology, Middlebury College, Middlebury, VT, Summer 1999.
- “The Proficiency-Oriented Advanced Conversation Class,” Colloquium on Learning and Teaching of Less Commonly Taught Languages, Middlebury College, Middlebury, VT, Summer 1999.
- “Assessment in the Foreign Language Curriculum,” Panel Presentation for the Center for Educational Technology, Middlebury College, Middlebury, VT, Summer 1999.
- “Response to Keynote Address on Technology and Learning,” UW-Madison Symposium on Instructional Technology, May 1999.
- “Issues in Language Program Coordination.” Yale University, February 1998.
- “Challenges for Teacher Training and Education for the Less Commonly Taught Languages,” Plenary (Keynote) Lecture, Summit Conference of the National Council of Organizations of Less Commonly Taught Languages, UW-Madison, October 1997.
- “From Curriculum to Communication through Collaboration,” Keynote Address, Council of Teachers of Southeast Asian Languages, Arizona State University, July 1997.
- “Seeking Balance: Integrating Accuracy and Fluency Tasks in the Russian-Language Curriculum.” Department of Slavic Languages, Ohio State University, Columbus, Ohio, March 1996.
- “Native Speaker Evaluation of Learner Error: A Qualitative Review of the Research,” State University of New York at Stony Brook, 1994.

INVITED WORKSHOPS AND WEBINARS (41)

- “Curricular Development in Russian Language and Literature: Designing Course Proposals to Build Enrollments and Meet Institutional Learning Outcome Goals,” invited by AATSEEL, February 2017.
- “Discussion in the Liberal Arts Curriculum,” Sewanee University of the South, September 2015.
- “Assessment in the Proficiency-Oriented Russian Program,” Presentation for STARTALK Institute for Teachers of Russian, Middlebury College School of Russian, July 2014.
- “Proficiency-Oriented Instruction in Listening, Reading, Speaking, and Writing,” Presentation for STARTALK Institute for Teachers of Russian, University of Iowa, June 2014.
- “Discussion in the Language, Literature, and Culture Classroom in College,” AATSEEL Conference, Chicago, January 2014.
- “Study Abroad in the United States,” Webinar for high school students in Russia, sponsored by American Councils for International Education, September 2013.
- “Assessment in the Proficiency-Oriented Russian Program,” Presentation for STARTALK Institute for Teachers of Russian, Middlebury College, School of Russian, July 2013.
- “Proficiency-Oriented Instruction in Listening, Reading, Speaking, and Writing,” Presentation for STARTALK Institute for Teachers of Russian, University of Iowa, June 2013.

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- “Engaging Millennial Learners by Broadening Classroom Participation,” Webinar sponsored by the Northeast Conference on the Teaching of Foreign Languages, co-presented with Leslie Grahn and Jessica Haxhi, November 2012.
- “Curricular Design in the World Languages Curriculum,” University of Michigan-Ann Arbor Department of Slavic Languages and Literatures, March 2012.
- “American Approaches to Foreign Language Education,” for teachers of Hebrew as a second language, Ben Gurion University, Be’er Sheva, Israel, January 2012.
- “Teacher Training, Education, Mentoring, and Supervision” sponsored by National Middle East Language Resource Center at the University of Texas-Austin, July 2011.
- “Proficiency-Based Language Testing,” Workshop for Middlebury College (Vermont) Russian School Faculty, June 2011.
- “Proficiency-Oriented Instruction,” Anchorage School District, Anchorage, Alaska, May 2011.
- “The Proficiency Guidelines and the National Standards: Framework for a Curriculum.” Princeton University Slavic Department, February 2011.
- “Teaching Listening in a 4-Skills Lesson: Sample Lesson and Methodological Discussion.” Yale Language Center, October 2010.
- “Proficiency-Based Language Testing,” Workshop for Middlebury College (Vermont) Russian School Faculty, June 2010.
- “Teaching for Proficiency,” Four-day workshop for Anchorage, Alaska School District Russian Immersion Program. May 2010.
- “Intensity of Engagement,” Invited by American Association of Teachers of Slavic and East European Languages, for Annual Conference. December, 2009 (Philadelphia).
- “Teaching for Proficiency,” Montgomery County [PA] Association of Teachers of Foreign Languages. May 2009.
- “Writing Intensive Courses in the Study Abroad Program,” American Council of Teachers of Russian, Moscow, October 2008.
- “Learning Strategies for Learners of All Majors.” Butler University, November 2007.
- “More Bang for the Buck: Language Learning Strategies.” Reed College, Portland, Oregon, October 2007.
- “Text, Task, Test: Proficiency and Achievement Testing in the Foreign Language Curriculum.” UCLA, October 2007.
- “Principles of Curricular Design for Teaching at the Advanced Level.” UCLA, October 2007.
- “Learner in the Center: Learner Accountability.” National Middle East Language Resource Center Workshop for Teachers of Hebrew. Emory University, August 2007.
- “Lesson Plan Design.” South Asian Summer Language Institute. University of Wisconsin-Madison, June 2007.
- “Teaching Language through Other Disciplines: A Proficiency-Centered Approach.” South Asian Language Resource Center at the National Council of Less Commonly Taught Languages. University of Wisconsin-Madison, April 2007.
- “Lesson Planning and Participant Roles.” Middlebury College Arabic School, June 2006.

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- “Parameters of Lesson Design: Intensity of Engagement.” Intelligence Language Institute, Central Intelligence Agency, Reston, VA, January 2005.
- “Putting the Horse before the Cart: Designing the Foreign Language Curriculum.” Workshop for the African Languages Teachers’ Association. Indiana University. April 2003.
- “Workshop on Proficiency-Oriented Instruction in Russian,” Defense Language Institute, Monterey, California, February 2002.
- “Workshop on the Teaching of Listening and Speaking Skills in Russian,” Slavic Department, University of California, Berkeley, October 1999.
- “Proficiency-Based Teaching of Russian,” University of Michigan, Ann Arbor, February 1997.
- ACTFL Oral Proficiency Workshop (4 days) in Russian: 9 workshops, including UW-Madison (2x), Middlebury College (3x), Northwestern University, York University, University of California at Berkeley, Ohio State University; 1996-2004.
- ACTFL Oral Proficiency Familiarization Workshop (1 day) in Russian: 2 workshops, including ACTR in Moscow, Tech-Trans/NASA; 1996-2004.
- “Proficiency Oriented Approaches to the Teaching of Reading and Writing Skills,” Workshop on Proficiency-Based Teaching of Turkic languages. University of Wisconsin-Madison, Fall 1996.
- “Using Contemporary Russian Film in the High School Curriculum,” Workshop Presentation for the University of Wisconsin-Madison Center for Russian, Eastern Europe and Central Asia Workshop for High School Teachers, Summer 1996.
- “Teaching for Proficiency.” Workshop for Institute on the Teaching of Southeast Asian Languages. University of Wisconsin-Madison, 1995.
- “Listening and Speaking Skills in the Proficiency-Oriented Turkic-Language Classroom.” Workshop on Proficiency-Based Teaching of Turkic Languages. University of Wisconsin-Madison, 1995.
- “Principles for the Design and Delivery of Instruction in the High School Russian-Language Classroom: Listening, Reading, Speaking and Writing” (2-day workshop) sponsored by Illinois State University, AATSEEL-Illinois, and Illinois Council on Teaching of Foreign Languages, 1994.

REFEREED CONFERENCE PRESENTATIONS (59)

- “Teaching Compassion through Literature and Film in the Target Language,” ACTFL Convention, Nashville, November 2017.
- “Oral History, the National Standards, Significant Learning, and the Liberal Arts,” AATSEEL Conference, Austin, TX, January 2016.
- “Intergenerational Learning through Oral History,” ACTFL Conference, San Diego, November 2015, with co-presenter Benjamin Jens.
- “Bullet-Proof Advocacy,” ACTFL Conference, Orlando, November 2013, with co-presenter Jessica Haxhi.
- “Integrating the Curriculum and Co-Curriculum,” NECTFL Conference, Baltimore, March 2013.

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- “Technology, the Liberal Arts, and the Russian Curriculum,” AATSEEL Conference, Boston, January 2013.
- “The Wiki in the Classroom,” ACTFL Conference, Philadelphia, November 2012, with co-presenters Cori Anderson and Irina Yampolskaya
- “A Wiki in the Foreign Language Curriculum,” Northeast Conference on the Teaching of Foreign Languages, Baltimore, April 2012. With co-presenters Cori Anderson and Irina Yampolskaya.
- “Bullet-Proof Advocacy.” Northeast Conference on the Teaching of Foreign Languages, Baltimore, April 2012. With co-presenter Jessica Haxhi, elementary school teacher of Japanese in Waterbury, Connecticut.
- “Assessment and Advocacy: Closing the Loop.” ACTFL Conference, Denver, CO, November 2011.
- “The College Foreign Language Curriculum and the Liberal Arts in the 21st Century.” AATSEEL Conference, Pasadena, CA, January 2011.
- “Learners’ Goals and Curricular Design.” AATSEEL Conference, Philadelphia, December 2009.
- “Strategies for Facilitating Discussion: An Interactive Approach.” ACTFL Conference, San Diego, November 2009.
- “Making Discussion Work: No More Blank Stares,” NECTFL Conference, New York, March 2009.
- “Into the Community: Service Learning in the Foreign Language Curriculum,” NECTFL Conference, New York, March 2009
- “Making Connections in a Reconceptualized Curriculum,” ACTFL Conference, Orlando, November 2008.
- “Theoretical Framework for Teaching Language through Other Disciplines,” AAASS Conference, Philadelphia, November 2008.
- “Principles of Curricular Design: Multimedia Materials in Advanced Russian.” Presentation in Russian at International Symposium sponsored by the American Council of Teachers of Russian, the Russian Federation Ministry of Education and Science, Moscow State University Center for Teaching of Russian As a Foreign Language, and the Peoples Friendship University, Moscow, October 2008.
- “New Approaches to Foreign Language Lesson Planning.” Northeast Conference on the Teaching of Foreign Languages, New York, March 2008.
- “Integrate Video Into Your Lesson.” Northeast Conference on the Teaching of Foreign Languages, New York, March 2008.
- “A New Look at Foreign Language Lesson Design.” Pennsylvania State Modern Language Association, King of Prussia, PA, October 2007.
- “The High School-College Connection in Russian.” Northeast Conference on the Teaching of Foreign Languages. New York, April 2007.
- “Multimedia in Advanced Level Learning: Lessons from the RAILS Project.” National Council of Less Commonly Taught Languages, Madison, Wisconsin, April 2006.

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- “Time Is of the Essence: Intensity of Engagement.” Mid-Atlantic Slavic Conference, New York, March 2006.
- “Foreign Language Gain in Immersion and Traditional Contexts: Data from the Middlebury Russian School.” MLA Conference, Washington, DC, December 2005.
- “Russian History through Language: Content-Based Instruction.” AAASS Conference, Salt Lake City, November 2005.
- “Teaching at the Advanced Level: Principles and Practices.” AAASS Conference, Salt Lake City, November 2005.
- “Russian Advanced Interactive Listening Series: Software for Advanced Listening Comprehension Lessons.” AATSEEL Conference, Philadelphia, December 2004.
- “Software for Multimedia Lesson Authoring.” ACTFL Conference, Chicago, November 2004.
- “Proficiency: It's About Time. Intensity of Engagement in Language Lesson Planning.” ACTFL Conference, Chicago, November 2004.
- “Oral Proficiency Learning Outcomes: Data from Madison and Middlebury.” AATSEEL-Wisconsin Conference, Madison, WI, October 2004.
- “Language Gain in Classroom Instruction: Proficiency Paradox or Ceiling Effect.” AATSEEL Conference, San Diego, December 2003.
- “Learning Outcomes: Data from Proficiency Testing at Middlebury.” ACTFL Conference, Philadelphia, November 2003.
- “Principles and Practice: The Teaching of Literature in the Language Classroom,” MLA Conference, New Orleans, December 2001
- “Principles for the Use of Technology in Proficiency-Based Testing in in the Foreign Language Curriculum,” Panel Sponsored by the ADFL, MLA Conference, New Orleans, December 2001.
- “O testirovanii RKI v amerikanskikh VUZakh [About Testing in Russian As a Foreign Language in American Institutions of Higher Learning].” International Congress of Russian Language Researchers, Moscow State University, Moscow, March 2001.
- “Learning Outcomes for Russian: A Comparison of Academic-Year and Summer Immersion Instruction.” AATSEEL National Convention, Washington, DC, December 2000.
- “Towards the Articulation of Post-Secondary Standards for Russian-Language Learning,” ACTFL Conference, Boston, November 2000.
- “Language Learning and the Internet: Not New Approaches to the Learning/Teaching Dynamic.” ACTFL Conference, Boston, November 2000.
- “Accountability and Learning Outcomes in Foreign Language Learning Software: Examples from Russian.” ACTFL Conference, Dallas, November 1999.
- “Addressing Articulation in Russian: Practices and Policies.” ACTFL Conference, Dallas, November 1999.
- “Output Focused Instruction and the Acquisition of Relativization in Russian.” AATSEEL Conference, San Francisco, December, 1998.

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- “The Opposition *svoi-chuzhoi* As a Key to the Interpretation of Pichul's *Little Vera*” AATSEEL Conference, Toronto, December 1997.
- “Attitudes toward Foreign Language Learning.” MLA National Convention, Division of Applied Linguistics, Panel on Language Evaluation and Assessment, Washington, D.C., December 1996.
- “Professionalizing the TA Experience: Professional Development Beyond the Classroom.” MLA National Convention, Panel of the American Association of University Supervisors and Coordinators, Washington, D.C., December 1996.
- “Film in the Advanced Russian-Language Conversation Class.” Panel on Developing and Assessing Students' Proficiency, AATSEEL Conference, Washington, D.C., December 1996.
- “Students' Attitudes toward Foreign Language Study: Are Students of Russian Different?” AATSEEL Conference, Chicago, December 1995.
- “Woodward's 'Loop Input Model' and Teacher Preparation in Russian.” AATSEEL Conference, San Diego, December 1994.
- “Tezisy k obucheniiu pis'mu na zaniatijakh russkogo iazyka kak inostrannogo [On the Teaching of Writing in the Russian Classroom].” Conference of the International Association of Teachers of Russian Language and Literature, Plenary and Sectional Sessions, Moscow, May-June, 1994.
- “Narrator's Discourse in Literature/Narrator's Discourse in Film.” Midwest Slavic Conference (Regional AAASS Affiliate), DeKalb, Illinois, April 1994.
- “The Writing Proficiency Guidelines for Russian Revisited.” AATSEEL Conference, Toronto, December 1993.
- “The Development of Students' Writing Proficiency: The Neglected Skill in the Russian Classroom.” AAASS Conference, Honolulu, November 1993.
- “The State of the Profession: Teacher Training in Russian.” AATSEEL Conference. *Vision 2020*, (plenary panel sponsored by AATSEEL and ACTR), San Francisco, December 1991.
- “Sequenced Tasks: Resolving the 'Conflict' Between Accuracy and Fluency for Novice- and Intermediate-Level Students.” Panel on Assessing and Developing Student Proficiency, AATSEEL Conference, San Francisco, December 1991.
- “Adapting the Russian Language Textbook for the High School Classroom.” WAFLT (Wisconsin Association of Foreign Language Teachers) Conference, Appleton, WI, November 1991.
- “A Semiotic Analysis of Music in Roland Bykov's *Chuchelo*.” Panel on Soviet and East European Film, AATSEEL Conference, Washington, D.C., December 1989.
- “Video in the First Year Russian Classroom.” PICAS (Program for Inter-Institutional Collaboration in Area Studies) Conference on Video, University of Michigan, Ann Arbor, January 1988.
- “Polyphony of Setting and Voice in Aksenov's *Chetyre temperamenta*.” Panel on Russian Drama, AATSEEL Conference, Washington, D.C., December 1988.

“Andrei Belyi's Article *Zhezl Aarona* and the Phonemic Distinctive Features.” Andrei Belyi Panel, AATSEEL Conference, San Francisco, December 1987.

CONSULTANCIES

Evaluator for Middle States Commission on Higher Education Accreditation Process (2009-Present).

Member, Advisory Board, Georgetown University Press, 2013-Present.

Member, Advisory Board, US Department of State Bureau of Cultural and Educational Affairs Critical Language Summer Institute and Scholarships Program (2010-2012).

Member, External Evaluation Committee, Center for Applied Language Proficiency Education and Research (CALPER) at the Pennsylvania State University, 2010-2014.

Program Design, Program Evaluation, or Learning Outcome Evaluations: BYU Russian and German Department, UW-Madison Russian Flagship Program, UCLA Russian Flagship Program, Swarthmore Modern Languages; University of Pennsylvania Slavic Department; University of Vermont Area & International Studies; Bryn Mawr College Russian; Stanford University Russian; TechTrans/NASA Russian; Beloit College Summer Russian Program; Ohio State University Slavic Department; South East Asian Studies Summer Institute at Arizona State University; Illinois Math & Science Academy Russian.

External Reviewer for Tenure and/or Promotion Cases: Harvard University, Yale University, Clemson University, Cornell University, George Washington University, Brigham Young University, William & Hobart Smith Colleges, Brown University, Michigan State University, Seton Hall University, University of Alberta, University of California at Los Angeles, University of Maryland at College Park, University of Texas at San Antonio, University of Colorado at Boulder, University of Kansas, Oakland University, George Mason University, Indiana University, Portland State University, University of Utah.

Reviewer of Grant Proposals and Book Manuscripts: Georgetown University Press, US Department of Education, National Endowment for the Humanities, Cambridge University Press, Yale University Press, Social Science Research Council, McGraw-Hill, Getty Foundation, Prentice-Hall, Harper & Row, Heinle & Heinle, University of Wisconsin Press, University of Alberta Press.

Test or Material Development: Defense Language Institute, Second Language Testing International, American Council on the Teaching of Foreign Languages, UW-Madison Language Institute

CURRICULAR DEVELOPMENT

Ithaca College

“History of Russian Film,” cross-listed with Screen Studies and Modern Languages, recognized for general education credit, Spring 2017.

“Love and Death in 19th Century Russian Literature in Translation,” cross-listed with English and Modern Languages, recognized for general education credit and writing intensive credit, Spring 2017.

“Language and Society,” approved as Ithaca Seminar (freshman seminar) for Fall 2017.

The College of New Jersey

“Oral History,” world languages course, approved as template by Department of World Languages & Cultures, October 2014, in process for school-wide curriculum committee review.

“History of Russian Film,” approved Spring 2012, cross-listed with History and Film, taught Fall 2013 and 2014 with full enrollment.

“Experiential Learning in Russian,” taught in Spring 2012 (approved as course template for other language programs in 2011).

English as a second language courses for revenue-generating summer institute, approved Spring 2011 for Summer 2012.

“Language in Society,” Freshman Seminar, taught for the first time Fall 2011.

Second-year intensive foreign language courses for Arabic, Chinese, Japanese, and Russian, first taught in Fall 2011.

Interdisciplinary Survey of Contemporary Culture in Translation: course template for Russian and other language programs, approved 2010, taught for the first time in spring 2012.

Temple University

Worked with colleagues to develop general education course, “Language in Society,” course approved and piloted in Spring 2008, taught again in Spring 2009 and Summer 2009, continues to be taught by other colleagues at Temple after I left the institution.

Led development effort for new courses in general education: “World Society through Literature and Film” and “Arts in Cultural Context,” 2006-2007 (both approved).

Consultant for development of new general education course on critical reasoning (with professor of mathematics): 2007.

Developed new courses in Russian literature and culture: “Women’s Voices in Russian Culture,” “Social and Economic Transformations in Russia,” “Russian Cities,” “History of Russian Film,” “Writing with Russian Sources,” “Russian Internship,” 2007-2008 (all approved).

Developed new courses in Russian literature and culture: “The Power and the Poet,” “Russian History through Literature and Film,” “Echoes of Terror in Russian Culture,” “Service Learning in Russian,” “Russian Comedy,” and “Jewish Voices in Russian Culture,” 2006-2007 (all approved).

Promoted course development for general education program, working with over 80 faculty members (one third of all tenure-stream faculty) in every department and program of the

- College of Liberal Arts to submit over 40 preliminary course proposals; tracked proposals and worked with faculty on revisions 2005-2007.
- Developed new courses for second-, third-, and fourth-year Russian courses, 2005-2006 (approved); supervised implementation of second- and third-year Russian courses (2006, 2007); new fourth-year course (2009-2010).
- Developed new courses for first-year Russian, heritage Russian, contemporary Russian literature and film in translation, contemporary Russian literature and film in Russian, Russian culture in translation (2004-2005)
- Developed new program for Russian major, minor and certificate: Temple University College of Liberal Arts (Approved by Board of Trustees, 2004).

University of Wisconsin-Madison

- Developed new courses for heritage speakers of Russian (Slavic 273/274), Russian literature and film in translation (Literature in Translation 239/Slavic 439), methods of teaching foreign culture (Slavic 819), and service learning for students of Russian (Slavic 314), 2004.
- Designed new major for Polish, Spring 2000, with significant increase in number of majors.
- Designed new major track in Russian Language and Civilization for Slavic Department, approved by College of Letters & Science Curriculum Committee, Fall 2000, more than doubling number of majors in Russian within one year's time (from 18 to 40), and tripling number of majors in three years' time (over 60 majors in 2003).
- Chair of Curriculum Committee for UW-System Collaborative Language Project, working with representatives of other system campuses for distance-education programming in Arabic, Chinese, Japanese, and Russian, 1998-2005, for collaboration among 26 two- and four-year campuses across the state of Wisconsin.
- Chair, Committee to create interdisciplinary Ph.D. program in Second Language Acquisition, 1997-2000.
- Chair, Ad-Hoc Committee to Revise Course Evaluations for Slavic Department, 1998.
- Chaired committee effort to revise requirements for Ph.D. Minor in Second Language Acquisition, 1997.
- Developed new course on "Contemporary Russian literature and film" (Littrans 236) taught in English as a writing-intensive class (fulfilling "communication B requirement" for undergraduates in College of Letters and Sciences); course taught for the first time in 1999.
- Developed program for assessment of undergraduate major in Russian as per mandate of College of Letters & Sciences, 1996; plan approved by department faculty and Associate Dean for the Humanities, 1996. Collected data and wrote annual assessment reports, 1998-2005.
- Developed a course on Russian politics to be taught in Russian with Professor Mark Beissinger (Political Science) on grant from Undergraduate Teaching Improvement Council.
- Redesigned Russian-language program and B.A. requirements for major in Russian Language and Literature, University of Wisconsin-Madison, 1990; plan approved unanimously by department faculty and later that same year by Dean's office.

Developed, proposed and implemented new graduate level courses, 1990-2005: Slavic 535 (language through film, 3 credits), Slavic 818 (graduate teaching methods, 3 credits), Slavic 820 (graduate teaching assistant practicum, 1 credit, for repeat credit).

Developed, proposed and implemented new undergraduate level courses in the College of Letters and Sciences, 1990-2005: Slavic 275/276 (third-year Russian reading, writing and grammar, 3 credits), Slavic 315/316 (third-year Russian speaking and listening, 2 credits).

Developed new instructional strategies, revised instructional materials and coordinated implementation of new materials for four-year sequence of instruction in Russian language and literature, 1990-2005.

Implemented new proficiency-oriented materials and strategies for Russian instruction and testing, 1990-2005.

Coordinated elementary and intermediate Russian-language instruction and demonstrated teaching strategies to teaching assistants, observed and evaluated teaching assistants' classroom instruction, 1990-2005.

Developed and implemented language competency testing for incoming Slavic Dept. graduate students, 1990-2005.

Middlebury College Russian School

Revised and implemented Russian-language curriculum and assessment program for Russian School, Middlebury College, 1999-2003.

Developed new undergraduate language program (with seven levels of instruction) and revised curriculum for graduate (master's degree program): 2000-2003.

DISSERTATION COMMITTEES (10)

Christine Poteau, "Effects of Interlocutor Familiarity on Second Language Learning in Group Work." Department of Spanish & Portuguese, Temple University, 2010.

Douglas Mast, "The Effects of Learning and Reading Strategies on Spanish Vocabulary Acquisition amongst Middle School Students." Department of Spanish & Portuguese, Temple University 2008.

Eva Bernat, "Cognitive and Affective Learner Contributions in Foreign Language Learning: A Study of Beliefs and Personality." Macquarie University (Sidney, Australia), Department of Linguistics, 2007.

Viktoria Driagina, "Acquisition of Verbs of Motion in Russian." Pennsylvania State University Program in Second Language Acquisition, 2007.

Julia Mikhailova. "A Comparison of Description in Interpersonal and Presentational Modes: The Oral Proficiency Interview and the Simulated Oral Proficiency Interview." Ohio State University Slavic Department, 2005. (*De facto* dissertation chair.)

Hugh Bishop. "The Noticing of Formulaic Sequences by Second Language Readers." University of Wisconsin-Madison English Department, 2004.

Marya Ziegler, "An Analysis of Gogol's *Vechera na khutore ...*" Middlebury College Russian School, 2002.

Kazu Kitano, "Anxiety in the Acquisition of Japanese," UW-Madison Department of Curriculum and Instruction, 1998.

Laurie Iudin-Nelson, "Songs in the L2 Syllabus: Integrating the Study of Russian Language and Culture," UW-Madison Slavic Department, 1997. (*De facto* dissertation chair.)

Bozena Thieszen, "Devoicing of Consonants in Word-Final Position in Polish," UW-Madison Department of Linguistics, 1997.

SERVICE

Institutional Service: Ithaca College

Core Member of Campus Emergency Response Team, dealing with protests, occupation of administration building, and other potential emergencies, 2015-2016

Designed structure for Middle States Self-Study Report Development Process, 2015

Co-Chair, Institutional Effectiveness and Budget Committee, 2015-2016

Established Campus-wide Advising Committee and Student Success Committee, 2015

Institutional Service: Ithaca College Department of Modern Languages & Literatures

Ad hoc mentoring committee, Fall 2016 (while on sabbatical): mentored faculty member in teaching to address concerns raised by students

Faculty Merit Evaluation Committee, Spring 2017

Languages Promotion Committee, Spring 2017

Institutional Service: The College of New Jersey

Member, Middle States Reaccreditation Self-Study Planning Committee, 2012-Present, including Co-Chair, Task Force on Intellectual Community and Academic Programs for Reaccreditation Self-Study, Spring 2013-Present: responsible for writing sections of self-study for MSCHE Standards 10, 11, 12, and 14; Chair of Working Group for Standards 11 (Educational Offerings) and 14 (Student Learning Outcomes).

Chair, Task Force to Assess Liberal Learning (General Education) Outcomes, for Middle States Reaccreditation Self-Study, Summer and Fall 2013: developed and implemented plan to evaluate student work in introductory and senior level classes across the college curriculum to identify learning outcomes in the college experience, trained faculty to use AAC&U rubrics, conducted norming sessions, supervised staff to collect randomly selected samples of work and conceal identifying information in the samples, collated data and facilitated the drafting of report and campus-wide presentations on findings. See liberallearningassessment.pages.tcnj.edu for more information.

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- Advisor, Hillel / Jewish Student Union, Fall 2013-Present, helped student leaders rebuild organization from 10 to over 70 members in one year.
- Member, Program Council on Teaching and Learning (implement professional development opportunities for instructional faculty), 2014-Present.
- Member, Search Committee for ESL Coordinator for Center for American Language and Culture (formerly Institute for ESL and American Studies), Fall 2014.
- Co-Coordinator, Compassionate Campus Initiative, 2012-2014.
- Member, Campus-Wide Strategic Planning Task Force on Signature Experiences, 2012-2013.
- Member, Search Committee for Director of Institutional Research, Fall 2012.
- Member, Committee on Academic Programs, 2012-Present.
- Founding Director, Institute for ESL and American Studies, revenue-generating program for foreign students (renamed in Fall 2014 as the Center for American Language and Culture), Fall 2011-January 2014.
- Chair Search Committee, Associate Director for Institute for ESL and American Studies, Fall 2011.
- Academic Affairs Liaison to Student Affairs Leadership Team, Fall 2011-Present.
- Chair, Search Committee for New Dean of School of Education, Spring 2011, Fall 2012.
- Presentation on the Teaching of Foreign Languages, Human Resources Professional Development Series, March 2011.
- Member, TCNJ Committee on Information Technology Project Prioritization, 2010-Present.
- Member, Committee on Academic Programs (review proposed new academic programs and policy proposals including grade appeals process, academic integrity policy, course repeat policy, and the like), 2012-Present.
- Member, Committee on Faculty Affairs (review college guidelines for reappointment and promotion, disciplinary standards for reappointment, tenure, and promotion, policy on office hours, policy on recording of lectures, definition of teacher-scholar, and other matters relevant to faculty work), 2009-2012.
- Liaison from Academic Affairs to Student Affairs Leadership Team, 2012-Present.
- Member, Steering Committee, Here for Haiti Campaign to support relief efforts in Haiti after the January 12, 2010 earthquake, January-December, 2010.
- Chair and Initiator, Ad-Hoc Committee to run event in celebration of the legacy of Eunice Kennedy Shriver, 2009-2010.

Institutional Service: Temple University

- Presenter, Faculty Book Discussion, Ken Bain's *What the Best College Teachers Do*, March 2008 (sponsored by Temple Teaching and Learning Center).
- Member, Steering Committee for Assessment for Middle States Accreditation Process, Temple University, Spring 2007-2009.
- Worked with counterpart in College of Science and Technology to organize (all aspects) and run Sputnik Symposium, October 2007 (attendance of 200).

Member, Organizing Committee, Global Temple 2007 Conference.
Facilitator, Teaching and Learning Center Symposium, January 2007.
Member, Interview Committee, Temple University Japan Scholarship, Summer 2007.
Co-Chair, Temple University World Languages Day Planning Committee, 2006-2009.
Panel Member, University Disciplinary Committee, 2006-2009.
Presenter, Leadership Institute, 2006.
Fulbright Interview Committee, 2006.
Welcome Week Organizing Committee, 2006-2007.
Faculty Senate International Programs Committee, 2006-2009.
Course Development Committees for three General Education Courses, 2005-2007.
Steering Committee, World Languages Day, 2005-2009.

Institutional Service: Temple University College of Liberal Arts

Member, CLA Research Awards Committee, 2008-2009.
Member, Search Committee for Professorial Positions in Italian and German, Department of French, German, Italian and Slavic, 2008-2009
Committee of CLA Faculty Using Film, 2006-2009.
Poetry Festival Organizing Committee, 2006-2007.
Presenter, Foreign Language Methodology Workshops (on invitation of three foreign language departments), 2007.
Member, Ad Hoc Promotion Committee for Associate Professor Robin Mitchell-Boyask, Summer-Fall 2007.
Presentation for faculty of Department of Greek & Roman Classics on the teaching of classical languages through the prism of modern language pedagogy, September 2007.
Member, Search Committee, Applied Linguist for Department of Spanish and Portuguese, 2007-2008.
Faculty Advisor for students majoring, minoring, or pursuing certificate in Russian, 2007-2009.
Faculty Advisor for Russian Club, 2005-2006.

Institutional Service: University of Wisconsin-System

Chair, Curriculum Committee for UW-System Collaborative Language Program (administering \$500,000 grant for distance learning programs in Chinese, Japanese, and Russian for UW-System campuses), 1998-2005.
Member, Executive Committee for UW-System Collaborative Language Program, 1998-2005.

Institutional Service: University of Wisconsin-Madison

Member, Teaching and Learning with Technology (TLT) Grant Review Committee, 2002.
Member, Committee on Student Policies and Non-Academic Matters, 2001- 2002.

Member, Appeals Committee for Office of International Studies and Programs, 1998- 2000: reviewed appeals by students of admissions decisions for study abroad programs or appeals by students of grades earned on study abroad programs.

Member, NSEP Fellowship Review Committee, International Institute, 1998-2002.

Member, Advisory Board for Graduate Certificate in Learning and Teaching, 1998-2000.

Representative of the University of Wisconsin-Madison, Symposium on Learning Technology and Foreign Language Instruction, Committee for Institutional Cooperation, OSU, 1996.

Sexual Assault Awareness Counselor, Sexual Assault Awareness Program and the “Dare to Care Program,” facilitated workshops for co-ed groups and fraternities, 1991-1992.

Institutional Service: UW-Madison College of Letters and Science

Member, Advisory Committee, Language Institute, 2003-2005.

Member, Letters & Science Curriculum Committee, 2002-2005.

Member, Second Language Acquisition Ph.D. Program Executive Committee, 2002-2004.

Chair, Study Abroad and Foreign Language Advising Committee (International Institute), 2003.

Organizer, Symposium on Language Gain and Study Abroad, 2002.

Member, Committee to Review Department of French & Italian, 2002.

Member, Committee to Review Department of Communication Arts, 2002.

Member, Advisory Board, Forum on Global Languages and Cultures, 2000- 2003.

Member, Foreign Language Policy Committee 1999-2000.

Member, Language Technology Grant Committee, 1999-2002.

Member, Local Advisory Board, National African Language Resource Center, UW-Madison, 1999-2005.

Member, Teaching Assistant Instructional Development Program Committee, 1998- 2002.

Member, Ad Hoc Committee to Organize Summit Conference for NCOLCTL (National Council of Organizations of Less Commonly Taught Languages), October 1997, wrote report on conference.

Chair, Committee on Second Language Acquisition, Fall 1996-2000: advised students on minor in SLA and led committee towards creation of interdisciplinary Ph.D. in SLA.

Evaluator, study abroad programs in Russia, Office of International Studies and Programs, 1994, 1997.

Member, Planning Committee, Symposium on Learning Technology and Foreign Language Instruction, Committee for Institutional Cooperation, Chicago, 1995.

Member, Executive Committee, Russian and East European Studies / Center for Russia, East Europe and Central Asia, 1995-2005.

Undergraduate Advisor, Certificate in Russian and East European Studies, 1995-1997.

Chair, Undergraduate Curriculum Committee, Russian and East European Studies, 1995-2005.

Member, Committee on the Doctoral Minor in Second Language Acquisition, 1994-2004.

Institutional Service: UW-Madison International Institute

Director, Center for Russia, Eastern Europe and Central Asia (Title VI Center), 2004-2005.

Member, International Institute Academic Planning Council, 2004-2005.

Institutional Service: UW-Madison Department of Slavic Languages and Literatures

Chair, Department of Slavic Languages, 2003-2005.

Associate Chair, Department of Slavic Languages and Literatures, 2002-2003.

Advisor for Students Majoring in Polish, 2001-2005.

Chair, Graduate Admissions and Fellowship Committee, Slavic Department, Fall 1999-August 2002; (member of committee from Fall 1992-August 2002).

Assessment Coordinator, Russian-language program, Slavic Department: conduct annual assessment process for Russian, produce annual report for Dean, 2000-2005.

Advisor for Undergraduate Major in Russian, Retrocredits in Russian, Honors Program in Russian, 1998-2003.

Member, Departmental Assessment Program Committee, 1996-2005.

Member, Departmental Committee on Honors in the Major, 1996-2005.

Member, Graduate Admissions Committee, Slavic Department, 1992-2002.

Member, Ad-Hoc Committee to Revise Moscow State University Exchange Program, Office of International Studies and Programs, 1992-1996, when exchange program was terminated.

Member, Ad-Hoc Committee to Revise Instructional Goals for Russian Language Instruction, 1992.

Member, Undergraduate Curriculum Committee, 1991-2005.

Organized workshops on the job market for graduate students in Slavic, 1991-1997.

Member, Admissions Committee Exchange Program with Moscow State University, 1990-1996.

Member, Organizational Committee, University of Wisconsin-Madison Foreign Language Teaching Assistant Orientation Program, 1990-2005.

Conducted tests of language competency for incoming Slavic Department graduate students, 1990-2005.

Professional ServiceProfessional Memberships (National and Regional)

AAAL (American Association for Applied Linguistics), 2006-2015.

AAASS (American Association for the Advancement of Slavic Studies) - see ASEES.

AAC&U (Association of American Colleges and Universities), since 2009.

AATSEEL (American Association of Teachers of Slavic and East European Languages), since 1986.

AAUSC (American Association of University Supervisors, Coordinators and Directors of Foreign Language Programs), 1991-2015.

ACAD (American Conference of Academic Deans), 2009-2015.
ACTFL (American Council on the Teaching of Foreign Languages), since 1991.
ACTR (American Council on the Teaching of Russian), since 1993, and Member of Board of Directors 1993-2013.
ASEEES (Association for Slavic, East European, and Eurasian Studies, formerly known as AAASS), 1995-2014.
CCAS (Council of Colleges of Arts and Sciences), 2009-2015.
CUR (Council on Undergraduate Research), since 2009.
FLENJ (Foreign Language Educators of New Jersey), 2009-2015.
MLA (Modern Language Association), since 1991.
NLSC (National Language Service Corps): Charter Member, since 2009.

Professional Service: AATSEEL (see also “Awards”)

Chair, Ad-Hoc Committee to Revise Constitution and By-Laws, 2006-2007.
Past-President, AATSEEL, January 1, 2005-December 31, 2006.
President, AATSEEL, 2003-2004.
President-Elect, AATSEEL, 2001-2002.
AATSEEL Representative to ACTFL Delegate Assembly, 2002-2004.
AATSEEL Representative to NCOLCTL (National Council of Organizations of Less Commonly Taught Languages), 1997-2001, 2004-2006.
Division Head, Pedagogy, AATSEEL Annual Conference Program Committee, 1997-1999.
Vice President, AATSEEL, 1997-1998.
Contributing Editor, “Communicative Classroom” (Regular Column), *AATSEEL Newsletter*, 1994-1997
Co-President, AATSEEL-Wisconsin, 1991- 1999.
Chair, Committee on Testing and Professional Development of AATSEEL, 1997-2001.
Member, Committee on Testing and Professional Development of AATSEEL, 1994-2001.
See also: Professional Service: Editorial Boards.

Professional Service: AAUSC

Nominated for 1st Vice President (President-Elect), American Association of University Supervisors, Coordinators and Directors of Foreign Language Programs (AAUSC), Fall 2001, Fall 2003. (Declined nomination due to service as President-Elect, President of AATSEEL.)
2nd Vice-President / Section Head, Less Commonly Taught Languages, American Association of University Supervisors, Coordinators and Directors of Foreign Language Programs, 2000-2001.

See also: Professional Service: Editorial Boards.

Professional Service: ACTFL

Elected Member of Board of Directors, Fall 2012, for 3-year term 2013-2015.

Chair, ACTFL Global Engagement Committee, 2014-2015.

Member, ACTFL Convention Committee, 2013-2015.

ACTFL Committee for the Revision of Listening and Reading Proficiency Guidelines, 2008-2011. (Guidelines published 2012 and available on line at www.actfl.org under "Publications.")

Member, ACTFL Award Committee for Best Article on Foreign Language Teaching, 2007.

Trainer, ACTFL Oral Proficiency Interview (OPI) Testers in Russian, Certification 1996-Present.

Member, ACTFL Executive Council Nominations Committee, 1999-2000.

Nominee, ACTFL Board of Directors, Fall 1998.

See also: Professional Service: Editorial Boards.

Professional Service ACTR (see also "Awards")

Member, Board of Directors, ACTR, 1993-2013.

Member, ACTR Olympiada Revision Task Force, 2010-2012.

Member, Russian AP Task Force, 2001-2005.

Developed, organized and implemented and ACTR's National Post-Secondary Russian Essay Contest, 1998- 2000.

Organizer, Delaware Valley Russian-Language Olympiada (Russian Oral Communication Skills Competition for High School Students), 2007-2009.

Professional Service: Center for Applied Linguistics

Reviewer of speech samples for Russian Speaking Test, Center for Applied Linguistics, 2000.

Reviewer/rater of simulated oral proficiency interviews in Russian for Center for Applied Linguistics, January 1998.

See also: Professional Service: Editorial Boards.

Professional Service: Member of Editorial and Advisory Boards and Reviewer

Co-editor, Special Issue of *Slavic and East European Journal* (published by AATSEEL) on the teaching and learning of Slavic languages, published in 2010 (Volume 54, No. 1).

Member, Editorial Board, *Russian Language Journal* (published by ACTR), 2005-2012.

Member, Editorial Board, *Foreign Language Annals* (published by ACTFL), 2001-2005.

Associate Editor for Pedagogy, *Slavic and East European Journal* (published by AATSEEL), 1999-2009.

Member, Editorial Board, Annual Volume of the AAUSC, 1995-2005.

Member, Local Advisory Board, National African Language Resource Center, 1999-2005.
Reviewer of manuscripts for publication in *Canadian Slavonic Papers*, *Foreign Language Annals*, *Language Learning*, *The Modern Language Journal*, *NECTFL Review*, *Russian Language Journal*, *Slavic and East European Journal*, *Psychological Studies: Perceptual and Motor Skills*, and the *AAUSC Annual Volume*, 1991-2005, in addition to book manuscripts for various publishers (see “Consultancies” above)

Professional Service: MLA

Member, Divisional Committee for Applied Linguistics, MLA, 1997-2001, chair in 2000.
Nominee, MLA Divisional Committee on Language Teaching, Fall 1995.

Professional Service: Northeast Conference on the Teaching of Foreign Languages (NECTFL)

Member, Board of Directors, 2007-2011.
Chair, Publications Committee, 2007-2011: led shift from print to electronic publication of journal.

Professional Service: New Jersey Council for the Humanities (NJCH)

Member, Board of Directors, 2012-2014 and Vice Chair, 2014
Member, Strategic Planning Committee, 2012-2014.
Member, Search Committee for Executive Director, 2013.

Professional Service: Social Science Research Council (SSRC)

Consultant, Review of Title VIII Grant Proposal Process, 2008-2009.
Coordinator, SSRC Summer Language Institute Grants (Title VIII), 2000-2002.
Member, Social Science Research Council Committee on Summer Language Institutes, 1998-2002.

Professional Service: Other

Member, Accreditation Visit Team to CUNY-Baruch College, Middle States Commission on Higher Education, April 2010.
Member, AAASS (American Association for the Advancement of Slavic Studies, now ASEES) Committee on Language Studies, 1998-2000, 2005-2007.
Conducted mock interviews for Association of Women in Slavic Studies at AATSEEL National Convention, 1997.
Chair of various panels at AATSEEL, ACTFL, and MLA Conferences, 1989-Present.

Public Service and Outreach

- Film screening and discussion for Ithaca Public Library, April 2017.
- Workshop for Ithaca, NY School District on Proficiency-Based Instruction, October 2015.
- New Jersey Council for the Humanities, 2012-2014, including Vice Chair, 2014.
- Introduction of Russian film and post-film discussion at Bryn Mawr Film Institute, with Professor Tim Harte of Bryn Mawr College, Bryn Mawr, PA, November 2012.
- Workshop for Montgomery County (PA) high school foreign language teachers, February 2012.
- Presentation for Upper Dublin (PA) High School on the College Search Process, January 2011.
- Workshop for New York City Public School Foreign Language Educators, January 2011.
- Workshop for Montgomery County Association of Teachers of Foreign Languages, 2009.
- Workshops for Upper Dublin (PA) School District, World Languages Teachers, 2006, 2007.
- Consulting for Philadelphia (PA) School District on Russian language curricular design, 2005-2006.
- Presentation on 21st century language teaching. Upper Darby (PA) School District, 2006.
- Presentations at Temple University World Languages Day, annually 2006-2008.
- Brotherhood Organization Board (Men's Club), Congregation Beth Or, Maple Glen (PA), 2005-2007.
- Radio script for South Carolina Public Radio series on the year of the languages, broadcast July 7, 2005 (on the web at <http://www.cofc.edu/linguist/archives/2005/07/>).
- Presentation at Temple Beth El (Madison, WI) Men's Club on Russian-American relations, December 2004.
- Presentations at UW-Madison on foreign language and national security for World Languages Day (outreach to high school students), annually 2002-2005.
- Keynote address for UW-Madison CREECA-sponsored Russia Day (for high school students), 2002, 2005.
- Presentation on the teaching of foreign languages today for Temple Beth El, Madison, Wisconsin, December 2001.
- Interviewed for *Mir russkogo slova* (*The World of the Russian Word*), No. 2, Oct. 2001: 95-98.
- Interviewed for *Vysshee obrazovanie* (*Higher Education*), March 2001 (interview published in conjunction with article on learning outcomes in Russian; see bibliography above).
- Interviewed (live broadcast) by Moscow Radio Station "Echo of Moscow," March 2001.
- Conducted workshop for Russian teachers of Russian on OPI testing, Moscow, 2001.
- Organized and/or coordinated "Russia and East Europe Day" and Wisconsin State Russian Contest for high school students at the University of Wisconsin-Madison, annually in the spring, 1992-1998.
- Organized and sponsored 5 panels dedicated to the teaching and learning of Russian language and culture at Wisconsin Association of Foreign Language Teachers Conference, 1992.
- Interviewed twice by Wisconsin Public Television for ON-TV report on Russian filmmaker Rolan Bykov, 1991-1992.