

Curriculum Vitae

Sandra G. Kouritzin, Ph.D., Distinguished Professor

Second Language Education

Faculty of Education Rm, 230F

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University Appointments

- 2021 *Distinguished Professor*, University of Manitoba, May 2021-present.
- 2010 *Professor*, University of Manitoba, Faculty of Education, Department of Curriculum, Teaching, and Learning. March 2010-present.
- 2018 *Kyouju (Professor, visiting)*, Kwansai Gakuin University, Graduate Program in Language, Culture, and Curriculum, September 2018 – January 2019.
- 2008 *Senior Fellow*, University of Manitoba, St. John's College, May 2008 – May, 2016.
- 2007 *Visiting Fellow*, (1 year) University of Manitoba, St. John's College, August 2007-2008.
- 2007 *Kyouju (Professor, visiting)*, Kwansai Gakuin University, Graduate Program in Language, Culture, and Curriculum, April – July, 2007.
- 2003 *Associate Professor*, (tenured July 1, 2003) University of Manitoba, Faculty of Education, Department of Curriculum, Teaching and Learning, March 2003-March 2010.
- 1999 *Assistant Professor*, University of Manitoba, Faculty of Education, Department of Curriculum, Teaching and Learning. August, 1999-March, 2003
- 2004 *Kyouju (Professor, visiting)*, Kwansai Gakuin University, Graduate Program in Language, Culture, and Curriculum, April-July, 2004.
- 1998 *S.S.H.R.C. Postdoctoral Fellow*, OISE/University of Toronto, May, 1998-2000 with Dr. Jim Cummins (withdrew to assume position at University of Manitoba, August, 1999).
- 1997 *Sessional Instructor*, University of British Columbia, Faculty of Education, Department of Language and Literacy Education, 1997-1998.
- 1992 *Sessional Instructor/student appointment*, University of British Columbia, Faculty of Education, Department of Language and Literacy Education, 1992-1997, part time.
- 1988 *Assistant Professor*, (Koushi) Kyushu Women's University, Faculty of Literatures, Department of English, 1988-1992 (tenured, March 1991).
- 1989 *Lecturer*, English as a second language, Department of English, Seinan-Jo Gakuin Junior College, Kitakyushu, Japan, April, 1989 - March, 92, part time.
- 1989 *Lecturer*, English as a second language, Department of Economics, Kyushu Kyoritsu University, Kitakyushu, Japan, April, 1989 - March, 1992, part time.
- 1989 *Lecturer*, English as a second language, Faculty of Engineering, Kyushu Institute of Technology, Kitakyushu, Japan, April - October, 1989, part time.
- 1985 *Sessional Instructor/student appointment*, University of British Columbia, Faculty of Arts, Department of English, 1985-1987, part time.

Education

- 1997 *Ph.D., Curriculum and Instruction/Language Education/TESL*, University of British Columbia, November.
 Dissertation Title: "Cast-away cultures and taboo tongues: Face[t]s of first language loss"
 Chairs: Dr. Marion Crowhurst, Dr. Don Fisher (co-chairs)
 Committee: Dr. Margaret Early, Dr. Patricia Duff. University Examiners: Dr. Victor Froese, Dr. Herbert Rosengarten (English).
 External Examiner: Dr. Jim Cummins.
- 1987 *M.A., English Literature*, University of British Columbia, November.
 Title: "The Word and Mere Words: The Final Day of Chaucer's Canterbury Pilgrimage"
 Advisor: Dr. M. Manzaloui
- 1984 *B.A., English Literature*, University of British Columbia, May.
- 1985 *B.A., Honours Equivalent*

Other Teaching Employment

- 1993 *English (and ESL) Teacher*, Phoenix Alternate High School (Grades 8-12: Alternate program for Britannia High School), Vancouver, B. C., 1993-1995
- 1992 *English Grammar and ESL instructor*, Richmond International College and Richmond International High School, Richmond, B. C., 1992-1993.
- 1993 *Grade 9 Reading and Writing teacher and ESL instructor*, Richmond International High School and College, Richmond, B. C., 1993
- 1992 *Special Skills Instructor*, Oral Production (advanced) and Pronunciation (beginner, intermediate), Pacific Language Institute, Vancouver, B. C., 1992-93.
- 1992 *English as a Second Language Instructor*, Academic Preparation for Junior High School, Canadian Taiwan College, Vancouver, B. C., 1992
- 1987 *ESL Teacher*, Tokyo Center for Language and Culture, Osaka and Kitakyushu, Japan, 1987-1989
- 1987 *ESL Teacher* (children aged 4-12, junior and senior high juku), several small language schools in Nara and Osaka, Japan, 1987 - 1988

Fields of Concentration

- Teaching English as a second language
 Language loss and language maintenance
 Language change, polices, variation
 Language teaching in neoliberal paradigm
 Indigenous responses to English language teaching
 Language revitalization
- Higher Education
 Workload creep in the academy
 Understanding professional dignity and resignation
- Qualitative research
 Academic and scholarly writing that breaks tradition
 Critical discourse analysis

Professional Experiences

Awards

Nominated for Graduate Student Mentoring Award, University of Manitoba, November 2020 (TBD).

Merit Award, 2019, University of Manitoba, (\$3000 bonus), Joint Committee on Merit Awards: Social Sciences, Humanities, and Fine Arts, for outstanding achievement in the Combination category (Research, Teaching and Service). Joint Committee on Merit Awards.

Rh Award for Outstanding Contributions to Scholarship and Research in the Social Sciences category. (2005). University of Manitoba, (\$10,000 research support). Office of the Vice President, Research, University of Manitoba, and Winnipeg Rh Institute Foundation.

Merit Award, 2004, University of Manitoba, (\$3000 bonus), Joint Committee on Merit Awards: Social Sciences, Humanities, and Fine Arts, for outstanding achievement in the Combination category (Research and Service).

Merit Award, 2002, University of Manitoba, (\$3000 bonus), Joint Committee on Merit Awards: Social Sciences, Humanities, and Fine Arts, for outstanding achievement in the Combination category (Research, Teaching, and Service).

Merit Award, 2000, University of Manitoba, (\$3000 bonus), Joint Committee on Merit Awards: Social Sciences, Humanities, and Fine Arts, for outstanding achievement in the Combination category (Research, Teaching, and Service).

Canadian Association for Curriculum Studies Outstanding doctoral dissertation award winner (\$500 for conference attendance and plaque), 1998.

Certificates

Level Four Instructor's certificate (highest level), TESL Canada, 2004.

Fellowships

Social Sciences and Humanities Research Council of Canada, Postdoctoral Fellowship, 1998-2000 (terminated by me in 1999 when offered position at University of Manitoba).

Social Sciences and Humanities Research Council of Canada, Doctoral Fellowship, 1995
University Graduate Fellowship, University of B. C., 1995 (declined), 1996 (accepted)

Scholarships

TESOL Professional Development Scholarship, 1998 (Conference and workshop fees)

Mary Elizabeth Simpson Scholarship, Faculty of Graduate Studies, 1996

B. C. Telephone Company Scholarship, Provincial University Scholarship, 1979

Professional Development

2017 e-seminar: "Translanguaging, superdiversity and ESOL". Offered by the ESOL-Research Forum, UK.

Professional Organizations (non-exclusionary)

Member, Canadian Society for the Study of Education (CSSE)

Member, Canadian Association of Foundations in Education (CAFE)

Member, Canadian Education Research Association (CERA)

Member, Canadian Association of Curriculum Studies (CACS)

Member, Language and Literacy Researchers of Canada (LLRC)

Member, Teachers of English to Speakers of Other Languages (TESOL)

Member, American Association of Applied Linguistics (AAAL)

Member, CHER, Consortium of Higher Education Researchers

Member, British Association of Applied Linguistics (BAAL)

Member, BC TEAL

Memberships

Member, Critical Literacies Cluster, *Center for Globalization and Cultural Studies*, University of Manitoba, Faculty of Arts, January 2008-2016.

Research, Publication and Dissemination

Life-time “highlight” count

Books single-authored:	1
Books/journal issues edited:	14
Chapters in books/proceedings:	9
Papers published/in press in <i>refereed</i> journals:	39
Papers under review for refereed journals	5
Funding/research as PI	\$1,431,641.00
Funding/research as CI	\$73,800 + Metropolis projects x 2 (millions+)
Grants in Aid of Scholarly Journals	\$155,000
Grants to Support Conference	\$15,500

Grants

Peer-reviewed research grants awarded

Principal Investigator for MITACS Globalinks International Research Internship. For “Workload in Universities”. Application was successful and Psychology undergraduate student Ms. Anita Tobi from Germany (originally from Nigeria) is working with me for 16 weeks, in a virtual internship. (est value: **\$12,800**).

Principal investigator, UM/SSHRC Exchange Grants program. AILA Congress, 2021. To attend International Association of Applied Linguistics Triennial Congress. **\$1500 awarded**.

Principal investigator, Rideau Hall Foundation, Community Foundations of Canada, and Universities Canada on behalf of Queen Elizabeth Jubilee Scholarships. (2020-2024, inclusive). Engaging Indigenous Languages, Knowledges, Learning and the Land. With Drs. Clea Schmidt, Satoru Nakagawa & Filiberto Penados (co-investigators) **\$298,000** awarded.

Principal investigator, University of Manitoba/SSHRC Explore grant. (2020-2021). The professional measure of English language teachers in the neoliberal university. Tracy Giesbrecht, co-investigator. **\$7000.00** awarded.

Principal investigator, Social Sciences and Humanities Research Council of Canada/SSHRC Insight Grant. (2019 – 2024). Workload Creep in the Social Sciences and Humanities in Canadian research-intensive universities. With Drs. Merli Tamtik, Jason Edgerton (co-investigators) and Dr. Satoru Nakagawa (collaborator). \$388,344 requested. **\$326,209** awarded. (total award: \$389,583)

*Additional **\$11,770** awarded by **SSHRC/Covid-19** related.

*Associated **GETS UM** matched funding to support doctoral research assistant for the project (2019-2021). Awarded to S. Kouritzin for T. Ellis. **\$21,000** over two years.

*Additional **\$9674** awarded in **CRCEF Stage 3** Covid-related funding.

*Associated **GETS UM** matched funding to support doctoral research assistant for the project (2021-2023). Awarded to S. Kouritzin for G. Shirzadi. **\$21,000** over two years.

Principal investigator, University of Manitoba Faculty of Education research grants program. (2018-2019). Analysis of CLIL in Japan. **\$4000** requested and awarded. Awarded but Returned--unable to fulfil unreasonable linguistic and travel demands of Ethical Review Committee opposed to Action Research.

Principal investigator, University of Manitoba Faculty of Education research grants program. (2017-2018). Analysis of “workload creep” in the humanities and social sciences. **\$4000** requested and awarded.

Principal investigator, University of Manitoba SSHRC RGP (research grants program). (2015-2016). Analysis of “workload creep” in three faculties of Education. \$6905 requested. **\$5978.00** received. Co-investigators: Joanna Black, Orest Cap. Collaborators: Karen Smith, Robert Mizzi.

Principal investigator, University Research Grants Program, (2009-2011). **\$7455.00** received. White birth mothers’ roles in their hybrid children’s identity development.

Principal investigator, Standard research grant. Social Sciences and Humanities Research Council of Canada, (2007-2011). **\$107,413.00** received. A national comparison of services for immigrant children and youth. Co-investigators: Dr. R. Renaud & Dr. B. Burnaby.

Applicant/recipient, UM/SSHRC International Conference Travel Grants Program, 2009. **(\$1000)**. Grant awarded to present two papers at Hawaii International Conference on Education, Honolulu, January, 2009.

Principal investigator (co-principal with) Johns, Betty. Planning simultaneous mathematics and English language instruction for the children of war: A needs analysis. The Imperial Oil Foundation (external review process)
\$5000 for initial document and needs analysis 2006
\$3800 in March 2009 to continue work with Math consultants in WSD & SJSJ
\$5000 Dissemination Grant awarded July 2009.
TOTAL: \$13,800.00

Principal Investigator. The academic and social integration of immigrant students. PCERII, Metropolis SSHRC-funded centre. **\$17,626.00**. 2005-2007.

Co-Investigator. Clea Schmidt, (Principal Investigator). The Impact of Tri-Lateral Collaboration on the Professional Development of Teacher Educators. UM/SSHRC. **\$7000.00**.

Collaborator. Susan O'Donnell and W. Dean Care (Principal Investigators), Research Networking Cluster Grant, SSHRC. Research on ICT with Aboriginal communities (RICTA). **\$30,000** received.

Principal Investigator, UM/SSHRC grants program. Language socialization at work and at play. **\$6896** received. 2004-2005

Principal investigator/Canadian Team Leader. Preparing ESL/EFL Teachers for the 21st Century: Multiculturalism and Technology. HRSDC/NAFTA proposal for Canada, Mexico, and USA program on Intercultural Communication. **\$160,000** received (Canada only: **over \$500,000 in total**). 2004-2008.

Principal Investigator, Initiatives on the New Economy (INE) Standard Research Grant, Social Sciences and Humanities Research Council of Canada, (SSHRC) 2002-2005, **\$161,640**. An international comparative analysis of "social-suggestive norms" in foreign language teaching. Co-investigator, Dr. Nathalie Piquemal.

Co-applicant, (with Dr. N. Piquemal, E. Cunningham, M. Workman, and T. Jennings). Faculty of Education Funding for presentations at Westcast conference, Vancouver, British Columbia, February, 2002. **\$1400** awarded.

Principal Investigator, University of Manitoba/SSHRC small grants program, 2002-2003, **\$4000**. Social-suggestive norms in foreign language learning. Co-investigator, Dr. Nathalie Piquemal. 2001-2002.

Co-investigator, Educational Research Unit. Crafting grant award. **\$1000**. Principal Investigator, Dr. Nathalie Piquemal.

Principal Investigator, Social Sciences and Humanities Research Council of Canada, standard research grant, 2001-2004, **\$56,662**. Interpreting collaboratively interaction patterns involving Aboriginal students.

Principal Investigator, University of Manitoba/SSHRC small grants program (administered by the University of Manitoba), 2001-2002, **\$4115**. Interpreting the interactions of the other in Aboriginal education. Co-investigator, Dr. Nathalie Piquemal.

Principal Investigator, University of Manitoba Research Grants Program, 2001-2002, **\$4577**. A comparative analysis of TESL practices.

Principal Investigator, Faculty of Education research time stipend, University of Manitoba, 2001-2002. (cash value of **\$4500**), Learning from language learners in TESL pre-service classrooms.

Principal Investigator, Social Sciences and Humanities Research Council of Canada, 1998-2000, **\$5000**. Settlement stories: Lives and languages. (Grant for postdoctoral research).

Principal Investigator, B.C. Ministry of Education Graduate Student Research Grant, (**\$1000**) 1995. Illegitimate Tongues: Face[t]s of first language loss.

Grants in aid of scholarly journals (written by applicant)

S. Kouritzin, J. Sivell, & L. Aerts on behalf of TESL Canada Journal, TESL Canada Journal operating grant, Heritage Canada, 2006-2007. **\$30,000**

S. Kouritzin & C. May (on behalf of TESL Canada Journal), TESL Canada Journal operating grant, Heritage Canada, 2005-2006. **\$35,000.00**

S. Kouritzin, C. May & S. MacPherson on behalf of TESL Canada Journal, TESL Canada Journal operating grant, Heritage Canada, 2004-2005. **\$30,000.00**

S. Kouritzin & C. May on behalf of TESL Canada Journal, TESL Canada Journal operating grant, Heritage Canada, 2003-2004. **\$30,000.00**

S. Kouritzin, P. Mathews, & C. May on behalf of TESL Canada Journal, TESL Canada Journal operating grant, Heritage Canada, 2002-2003. **\$30,000.00**

Grants to support TESL Canada Learner's Conference, October 2006

S. Kouritzin & D. Turner on behalf of TESL Canada. Grant from Centre for Canadian Language Benchmarks, **\$5000.00** awarded

S. Kouritzin & D. Turner on behalf of TESL Canada. Grant application to Citizenship and immigration Canada, **\$10,500** awarded.

Peer-reviewed research grants awarded to Dr. Kouritzin to support foreign student research

Canadian Bureau for International Education, on behalf of the Department of Foreign Affairs and International Trade Canada (DFAIT), for Ms. Renata Quirino de Sousa, graduate student from Brazil. March – July, 2008, **\$10,000.00**.

Canadian Bureau for International Education, on behalf of the Department of Foreign Affairs and International Trade Canada (DFAIT), for Ms. Mariza Riva de Almeida, graduate student from Brazil. March – July, 2008, **\$10,000.00**.

Team initiatives (NOT a primary proposal writer)

Co-investigator, Application to SSHRC for the establishment of a Prairie Centre of Excellence for research on immigration and integration. Accepted as co-investigator November, 2000. Funding renewal application (co-investigator) submitted in 2002 and accepted.

Student travel grants

A.H. Markwardt Travel Grant, TESOL International, 1996 (\$500 US and award) (Grant awarded for presentation of doctoral research findings).

Graduate Student Travel Award, University of British Columbia, 1995

Graduate Student Travel Award, Faculty of Education, University of British Columbia, 1996

Endowment Fund Proposals

Mizzi, R., Schmidt, C., Piquemal, N., Black, J., Honeyford, M., Kouritzin, S. (2017). Faculty of Education proposal for *Project Q*. **\$3000.00** received.

Kouritzin, S., C. Schmidt, S. MacPherson, R. Fecyk-Lamb, H. McIntosh, V. Aho, (2005). Faculty of Education Fund proposal for TESL collection. **\$7,000** received.

Kouritzin, S., S. MacPherson, T. Mackay, R. Fecyk-Lamb, H. McIntosh, V. Aho, 2004. Faculty of Education Fund proposal for TESL collection. **\$3500.00** received.

T. Mackay, S. Kouritzin, R. Fecyk-Lamb, H. McIntosh, V. Aho, 2003) Faculty of Education. Endowment Fund proposal funded in the amount of **\$6520.00** for Teaching English as a Second Language library collection.

Lutfiyya, Z., S. Kouritzin, R. Foster, N. Piquemal, D. Mandzuk, D. Begoray, K. Seifert, (2001). Endowment Fund application for \$1547 for transcribing machines. **\$1547** received.

Grant applications applied for:

Co-investigator. LOI for IRCC SDI submitted by PI Dr. Clea Schmidt in November 2020 in collaboration with MANSO (Manitoba Association of Newcomer Service Organizations). *Technology Mediated Language Education for Newcomers in Manitoba*. Requested: \$501,393.

Grant applications not funded:

Principal Investigator. Max Bell Foundation Development Grant. Breastfeeding Across the Curriculum: Needs Analysis, Materials and Policy Development Context. This was submitted in early 2020 for consideration for the summer of 2020. This grant application was not acknowledged until July 2020, by which time the timeline for the work was more than half over. I received word that my application was not funded in August 2020. No reason was given. No reviews were given. It is therefore open to question whether this application was reviewed at all, or if it was not funded because by the time it was reviewed, it was too late. Requested: \$14,769.

Co-investigator (PI Clea Schmidt). With SLE area group. 2015-2016. Teaching and Learning Enhancement Fund grant application. \$13,000. On-line CTEFL program. Applied.

Research Grant. Submitted February, 2012. Kouritzin, S., PI. SSHRC Insight Development Grant program. \$71,800.00 requested. Mothering across colour lines: Educational and social decisions White birth mothers make for their mixed parentage children.

Research Grant. Submitted October, 2010. Kouritzin, S. PI. SSHRC Standard Research Grant program. \$75,000.00 requested. Mothering across colour lines: Educational and social decisions White birth mothers make for their mixed parentage children.

Five Most Significant Publications

Kouritzin, S. (1999). *Face[t]s of First Language Loss*. Mahwah, NJ: Lawrence Erlbaum Associates.

*This presents life history case studies of immigrant and Indigenous adults who had lost their first languages while learning English. This book **established both a field** of study in Canada (first language loss) and a research methodology for studies of immigrant and refugee settlement and language learning (life history case study) that caused it to be replicated in many contexts over many years. In fact, it has had an afterlife even when*

not cited in that second and third generation research replicating this work are cited even more than I am. This book also established me in the field of research methodologies, and in studies of risky writing in academia.

- Kouritzin, S. (2000). Immigrant women redefine access to ESL classes: Contradiction and ambivalence. *Journal of Multilingual and Multicultural Development*, 21(1), 14-32. *This article examines the difficulties for immigrant mothers who must a) help their children learn their first languages and cultures, b) help their children learn their second languages and cultures, and c) negotiate the cross-cultural conflict for themselves, their children and their communities when these two responsibilities collide. This article continues to be cited as one of the very first that specifically examined sociocultural context for mothers, and led to such publications as “A Mother’s Tongue” for which I am probably most renowned. I am very proud of this work because it **initiated a field** in second language education and research, one that is beginning to be recognized. I continue to be asked to join graduate classes to talk about these articles, even to this day. Because this research was not funded, this article is still not open access.*
- Kouritzin, S. (2016). Mothering across colour lines: Educational decisions and dilemmas of White birth mothers of mixed race children. *Journal of Multilingual and Multicultural Development*, 37(8), 735-747. DOI: 10.1080/01434632.2015.1122604 *This article is a contemporary analysis of whether or not Jim Crow laws in the United States had and continue to have an impact in Canada. Beginning with the revelation for educators that women in Canada were subject to arrest and their children to deportation up until 1969 in Canada for the “crime” of marrying Indigenous, Black, or Asian men, this article is gaining influence. I am very proud of this work because it **initiated a field** in second language education and research, one that is beginning to be recognized. Because this research was not funded, this article is still not open access.*
- Kouritzin, S. (2019). Extent and consequences of ‘workload creep’ in three Faculties of Education, *Canadian Journal of Education*, 42(4), 1092-1120. *In this article, I **introduce a new idea and term** to the research on the neoliberal university – workload creep – and engage in an analysis of where it comes from via reference to my ongoing research that is now SSHRC Insight Grant funded. In this article, among other things, I document how it is not the amount of work that academics are forced to engage in with increasing surveillance and control, but the nature of the work: Mindless administrative tasks, 24 hour responsibility to students, and one-way loyalty in academia. This erodes academic dignity and increases burnout and stress. Immediately after this article was released, I received numerous emails from colleagues across Canada telling me “you nailed it”. I am proud to continue this work on behalf of my colleagues across the country, and also to bring forward my new work that has grown out of this, including work on the academic precariate. In this work, I really further my work as a critical applied linguist—moving beyond the language teacher aspect of my work and into the analysis of language itself. This article is in an open-access journal, but only came out in December 2019.*
- Kouritzin, S. (2020). Post truth pedagogy for TESOL: Our collective responsibility for the Two-Legged, the Four-Legged, the Flyers, the Swimmers, the Multi-Legged, and the Stationary. In J. Goulah and J. Katsuna (Eds.), *TESOL and Sustainability: English language teaching in the Anthropocene*, (pp.65-83). London, UK: Bloomsbury Books. *For years, I have been not only a language teacher, but an applied linguist. **This is a strong statement on social justice.** As a critical applied linguist, I also study the impact of social media, big data, fake news, and their roles in political and social corruption. In*

this article, I examine why second language teachers are responsible for teaching not merely language, but also how to deconstruct language. I have presented nationally and internationally on this subject, the connections between post-humanism, post truth and environmental degradation, and offer a number of ways into texts for language teachers, framed within the dominant paradigms in our field. I am proud of this article because it is not just a theoretical but also a practical guide for our field for the future. I believe that it will be influential, just based on the feedback I have received from my presentations and plenaries. This article is in a book, so it is not open access.

Honourable mention

Kouritzin, S. & Nakagawa, S. (2018). Toward a sustainable, non-extractive research ethics for cross cultural, cross-linguistic research. *Journal of Multicultural and Multilingual Development*, 39, 675-687. DOI: 10.1080/01434632.2018.1427755

This co-authored article does not make the list because it is co-authored. However, this is one of the pieces of work that makes me most proud. It first examines how dominant conceptions in research ethics boards have become systems of oppression, which we call ideological transnational apparatuses after Althusser. We then delineate how and why such conceptualizations of research lead to extractive models in cross cultural and cross linguistic contexts, and we suggest a pathway forward by proposing that ethics is not adequately defined, that researchers have not sufficiently examined the communities they study (three frames are suggested that need to be examined in every research project – temporary versus permanent communities, imagined versus bounded geographical spaces, and resourced versus resourcing peoples and nations), current discussions and questions about insider and outsider are not sufficient, and the distinction between consent and consensus has not become part of ethical discussions. We introduce the notion of the “social hostage” and of post-humanist approaches to make our research work less extractive.

Peer-reviewed Books and Special Issues

Kouritzin, S. (Ed.) (2011). Ethical considerations in research with non-native speakers of English. (Special Issue 5) *TESL Canada Journal*, 28(5).

Kouritzin, S., Piquemal, N.A.C., & Norman, R. (Eds.). (2009). *Qualitative research: Challenging the orthodoxies of standard academic discourse[s]*. New York, NY: Routledge.

Kouritzin, S. (1999). *Face[t]s of First Language Loss*. Mahwah, NJ: Lawrence Erlbaum Associates.

Online review: <http://writing.berkeley.edu/TESL-EJ/ej15/r21.html>

Online review: <http://www.ling.ed.ac.uk/linguist/issues/12/12-1179.html>

Online review: <http://164.76.102.53///issues/10/10-1346.html#1>

Contributions to peer-reviewed Books and Conference Proceedings

Kouritzin, S., Ellis T.F., & Nakagawa, S. (2020). University website analysis: Academic identity construction. *Proceedings of the Canadian Association for the Foundations of Education Conference, CAFE/CSSE*.

Kouritzin, S. (2020). Post truth pedagogy for TESOL: Our collective responsibility for the Two-Legged, the Four-Legged, the Flyers, the Swimmers, the Multi-Legged, and the Stationary. In J. Goulah and J. Katsuna (Eds.). *TESOL and Sustainability: English language teaching in the Anthropocene*, (pp.65-83). London, UK: Bloomsbury Books.

- Kouritzin, S. (2018). iGeneration language teacher education: Post-truth pedagogies for decolonizing our professional selves. *TESOL Encyclopedia of English Language Teaching*. J. Lontas (Ed.). Hoboken, NJ: John Wiley & Sons. Wiley Online Library, <https://doi.org/10.1002/9781118784235.eelt0923>
- Kouritzin, S. (2009). The Chaucerian dissertation model that got away. In S. Kouritzin, N. Piquemal, & R. Norman (Eds.), *Qualitative Research: Challenging the orthodoxies in standard academic discourse(s)*, (pp. 67-82). New York, NY: Routledge.
- Kouritzin, S., Piquemal, N., & Norman, R. (2009). Preface. In S. Kouritzin, N. Piquemal, & R. Norman (Eds.), *Qualitative Research: Challenging the orthodoxies in standard academic discourse(s)*, (pp. xv-xviii). New York, NY: Routledge.
- Kouritzin, S., Piquemal, N., & Norman, R. (2009). Introduction: Pivotal moments. In S. Kouritzin, N. Piquemal, & R. Norman (Eds.), *Qualitative Research: Challenging the orthodoxies in standard academic discourse(s)*, (pp. 1-10). New York, NY: Routledge.
- Kouritzin, S., Piquemal, N., & Norman, R. (2009). Valediction, requiem, and invocation for research[ers]. In S. Kouritzin, N. Piquemal, & R. Norman (Eds.), *Qualitative Research: Challenging the orthodoxies in standard academic discourse(s)*, (pp. 267-268). New York, NY: Routledge.
- Kouritzin, S. (2008). The political and personal in foreign language learning: Why/how teach/learn foreign languages? In A. Lehrner (Ed.), *Contemporary issues in language education: The influence of globalization on policy, pedagogy, and curriculum* (pp. 41-52). Akita, Japan: Akita International University Press.
- Kouritzin, S., & Piquemal, N. (2003). Interpreting the interactions of the "Other": Cross-cultural conversations at school. Proceedings of the Portraits of Literacy Conference. Found at http://pkp.ubc.ca/ocs/literacy_proceedings/toc.php

Contributions to peer-reviewed Journals

In Progress or Review:

- Kouritzin, S. & Nakagawa, S. (under review). The academic and social identities of newcomer students: Unpacking neoliberal discourses.
- Afrin, S. & Kouritzin, S. (in progress). Disinventing and reinventing the self: International student identity and second language learning histories. (draft completed)
- Nakagawa, S. & Kouritzin, S. (in progress). Threats to Indigenous languages in neoliberal times. Requested by: *Applied Linguistics*. Draft completed.

Forthcoming and published:

- Nakagawa, S. & Kouritzin, S. (in press June 2021). **Challenges for Indigenous languages from a neoliberal state: Identities of resilience, resignation and refusal**. Special Issue P. Phyak & P. da Costa (Eds.) *Language, Identity and Education*. (copyedit complete)
- Kouritzin, S., Nakagawa, S., Kolomic, E., & Ellis, T.F. (2021). Neoliberal sleight of hand in a University strategic plan: Weaponized sustainability, strategic absences, and magic time. *The Alberta Journal of Educational Research*, 67(2) 236-255.
- Kouritzin, S., Kolomic, E., Ellis, T.F., & Nakagawa, S. (2020). Academic Dignity: Countering the Emotional Experience of Academia. *Canadian Journal of Educational Administration and Policy*, 194, 39-50. Located at: <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/69856>
- Kouritzin, S. Kolomic, E., Ellis, T.F. & Nakagawa, S. (2020). Academic identities and institutional aims: Critical discourse analysis of neoliberal keywords on U15 University websites. *International Research in Higher Education*, 5(3), 8-25. Located at: <http://www.sciedupress.com/journal/index.php/irhe/article/view/18163/11798>

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- Kouritzin, S. & Nakagawa, S. (2018). Toward a sustainable, non-extractive research ethics for cross cultural, cross-linguistic research. *Journal of Multicultural and Multilingual Development*, 39, 675-687. DOI: 10.1080/01434632.2018.1427755
- Kouritzin, S. (2017). The best of intentions: ESL program delivery in two disparate high schools. *International Journal Ukrayinskij Vymir*. 178, 107-115.
- Kouritzin, S. (2016). Mothering across colour lines: Educational decisions and dilemmas of White birth mothers of mixed race children. *Journal of Multilingual and Multicultural Development*, 37(8), 735-747. DOI: 10.1080/01434632.2015.1122604
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- Kouritzin, S. (2011). Ethics in cross-cultural, cross-linguistic research. *TESL Canada Journal*, 28(Special Issue 5), i-iii.
- Kouritzin, S. & Nakagawa, S. (2011). Linguistic ecosystems for foreign language learning in Canada and Japan: An international comparison of where language learning beliefs come from. *Alberta Journal of Educational Research*, 57, 244-257. (50%-50%).
- Nakagawa, S. & Kouritzin S. (2011). The present tense[ion]s of English in one local context in Japan. *Critical Inquiry in Language Studies*, 8(1), 53-71. (50%-50%).
- Kouritzin, S., (2010). An interaction analysis of the routines established in an exemplary inner city kindergarten classroom. *English Quarterly*, 41, 6-30.
- Kouritzin, S., Piquemal, N., & Renaud, R. (2009). An international comparison of socially constructed language learning motivation and beliefs. *Foreign Language Annals*, 42(2), 287-317.
- Kouritzin, S., Piquemal, N., & Nakagawa, S. (2007). Pre-service teacher beliefs about foreign language teaching and learning. *Journal of Multilingual and Multicultural Development* 28(3), 220-237.
- *Kouritzin, S. (2007). Promoting contact with learners in an introductory TESL methods course. *The Teacher Trainer*, 27(1).
- Piquemal, N., & Kouritzin, S. (2006). When history happens to research: A tale of one project, two researchers, and three countries in a time of global crisis. *Canadian Journal of Education* 29(4), 1271-1294.
- Kouritzin, S. (2006, reprint). Songs from taboo tongues: Experiencing first language loss. *Language and Literacy: A Canadian Educational Journal, special print version* (selected articles, chosen by jury, from the past seven years), 61-73.
- Kouritzin, S. (2006). Songs from taboo tongues: Experiencing first language loss. *Language and Literacy: A Canadian Educational E-journal*, 8(1), located at <http://www.langandlit.ualberta.ca/current.html> (pdf version pp. 1-28).
- MacPherson, S., Kouritzin, S., & Kim, S. (2005). Profits or Professionalism: An overview of issues facing TESL/TEFL professionalization in Canada. *College Quarterly*, 8(2), located at <http://www.collegequarterly.ca/2005-vol08-num02-spring/>

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- Kouritzin, S. (2004). Programs, plans, and practices in schools with reputations for ESL student success. *The Canadian Modern Language Review*, 60(4), 481-499.
- Kouritzin, S. (2004/2002**). The half-baked concept of raw data in ethnographic research. *Canadian Journal of Education* 27(1), 123-142
- **This article was actually published in summer 2004, though dated 2002. A note about the delay in the journal publication can be found in the journal front matter.
- Kouritzin, S. (2004). The British Columbia Literature 12 curriculum and I: A soliloquy. *Curriculum Inquiry*, 34(2), 185-212.
- Kouritzin, S., & Piquemal, N. (2003). Angela: A pedagogical story and conversation. *Multicultural Education*, 10(3), 33-42.
- Kouritzin, S. (2002). The personal, practical, and professional rewards of teaching M.A. TESOL courses on line. *TESOL Quarterly*, 36, 621-624.
- Kouritzin, S., & P. Mathews. (2002). Policies affecting ESL instruction in Manitoba. *Canadian Journal of Educational Administration and Policy*. 22, 1-16. Article located at: <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42685>
- Kouritzin, S. (2001). The author responds to Keiko Samimy. *TESOL Quarterly*, 35(2), 325-329.
- Kouritzin, S. (2000). A mother's tongue. *TESOL Quarterly*, 34(2), 311-324.
- Kouritzin, S. (2000). Immigrant women redefine access to ESL classes: Contradiction and ambivalence. *Journal of Multilingual and Multicultural Development*, 21(1), 14-32.
- Kouritzin, S. (2000). Bringing life to research: Life history research and ESL. *TESL Canada Journal*, 17(2), 1-35.
- Kouritzin, S. (2000). The author responds: On the subject of subjectivity. *TESL Canada Journal*, 18(1), 92-98.
- Kouritzin, S., & Vizard, C. (1999). Feedback on feedback: Pre-service ESL teachers respond to evaluation practices. *TESL Canada Journal*, 17(1), 16-39.
- Murray, G., & Kouritzin, S. (1997). Re-thinking second language instruction, autonomy and technology: A manifesto. *System*, 25, 185-196.
- *Nakagawa (nee Kouritzin), S. (1991). Oh what a paradox it seems: When words lose meaning in John Cheever's stories. *Papers of Kyushu Women's University: Parts of Humanities and Social Sciences*, 27(1), 71-82.
- *Kouritzin, S. (1990). The prayer of John Irving. *Papers of Kyushu Women's University: Parts of Humanities and Social Sciences*, 26(1) 143-152.
- *Kouritzin, S. (1990). Because we have no history, *English Linguistics and Literature*, 20, 39-54.
- *Kouritzin, S. (1988). Shakespeare and the notion of kingship. *Papers of Kyushu Women's University: Parts of Humanities and Social Sciences*, 24(1).
- *While these articles ARE peer-reviewed (by an editorial board), they are NOT blind refereed. Each of the articles was extensively revised in light of commentary from the editorial board.

Journals Edited

Editor

As Senior and then sole editor of this journal, I established the practice of making annual grant submissions to financially support the journal, enabling us to hire an editorial

assistant to manage the submission process. When I took over, the journal was referred to by my colleague Dr. Mathews as the “skin of our teeth” journal because we got few excellent submissions. I began the process of expanding our reach, so that when I turned the journal over to Dr. Sivell after six and a half years, it had an acceptance rate under 20% and had established three issues a year, one of them a special issue. I raised the profile of the journal in a number of ways, most notably by offering publishing mentorship workshops both nationally and internationally, and ensuring that young scholars received mentorship in the writing process (this, despite being a younger scholar myself). I established the process of publishing French language articles, and of having abstracts of all articles in French and English. I helped to write the first SSHRC grant submission that was successful for the journal, and it remains a SSHRC-supported journal. With the journal only accepting hard copy submissions when I started, I began the electronic-mail submission and review process, preparing the way for the journal to later join a submission management system (2007). While I was editor and for Dr. Sivell after me, there was no opportunity for the editor to have any kind of compensation or release time, as there is (substantial) now. After not asking to renew my term (I remain the longest-serving editor in the journal’s history), I stayed on as a review board member until 2016, and still frequently review for the journal.

Editor, *TESL Canada Journal*. (peer-reviewed journal) 2004-2006

Senior Co-editor, (with S. MacPherson). *TESL Canada Journal*. (2003-2004)

Senior Co-editor, (with P. Mathews). *TESL Canada Journal*. (2001-2003)

Junior Co-editor, (with P. Mathews). *TESL Canada Journal*. (2000-2001)

TESL Canada Journal, 18(1), Winter 2000. 114 pages. 5 full length articles, 1 In the Classroom, 4 perspectives, 4 book reviews.

TESL Canada Journal, 18(2), Spring, 2001. 113 pages. Themed issue on Advancing adult ESL. 6 full length articles, 3 book reviews.

TESL Canada Journal, 19(1), Winter 2001. 99 pages. 4 full length articles, 2 In the Classroom, 2 perspectives, 2 book reviews.

TESL Canada Journal, 19(2), Spring 2002. 99 pages. Themed issue on Advancing K-12 ESL. 5 full length articles, 1 In the Classroom, 2 perspectives.

TESL Canada Journal, 20(1), Winter 2002. 107 pages. 4 full length articles, 3 In the Classroom, 1 Perspectives, 3 Book Reviews.

TESL Canada Journal, 20(2), Spring 2003. 114 pages. 6 full length articles, 1 In the Classroom, and 1 Perspective.

TESL Canada Journal, 21(1), Winter 2003. 105 pages. 4 full length articles, 1 In the Classroom, 1 Tales from the trenches, 2 Book reviews.

TESL Canada Journal, 21(2), Spring 2004. 133 pages. 4 full length articles, 2 In the Classroom, 1 Tales from the trenches, 3 Perspectives, 2 book reviews.

TESL Canada Journal, 22(1), Winter 2004. 103 pages. 5 full length articles, 1 In the Classroom, 1 Tales from the trenches, 3 book reviews.

TESL Canada Journal, 22(2), Spring 2005. 114 pages. 5 full length articles, 2 In the Classroom, 4 book reviews.

TESL Canada Journal, 23(1), Winter 2005. 120 pages. 3 full length articles, 2 In the Classroom, 2 Perspectives, 6 book reviews.

TESL Canada Journal, 23(2), Spring 2006. 101 pages. 5 full length articles, 1 Perspective, 3 book reviews.

***As outgoing editor, I prepared most of Volume 24(1). Please see editorial for volume 24(1), where my contributions to that volume are outlined.

Editorials in refereed professional journals

- Kouritzin, S. (2011). From the Editor. *TESL Canada Journal*, 28(5), i-iii
- Kouritzin, S. (2006). From the Editor. *TESL Canada Journal*, 23(2), i-vi
- Kouritzin, S. (2005). From the Editor. *TESL Canada Journal*, 23(1), i-iv.
- Kouritzin, S. (2005). From the Editor. *TESL Canada Journal*, 22(2), i-viii.
- Kouritzin, S. (2004). From the Editor. *TESL Canada Journal*, 22(1), i-vi
- Kouritzin, S., & MacPherson, S. (2004). From the Editors. *TESL Canada Journal*, 21(2), I-vi.
- Kouritzin, S., & MacPherson, S. (2003). From the Editors. *TESL Canada Journal*, 21(1), I-vi
- Kouritzin, S., & Mathews, P. G. (2003). From the Editors. *TESL Canada Journal*, 20(2), I-x.
- Mathews, P. G. & Kouritzin, S. (2002). From the Editors. *TESL Canada Journal*, 20(1), I-v
- Kouritzin, S. G. & Mathews, P. (2002). From the Editors. *TESL Canada Journal*, 19(2), I-vii.
- Kouritzin, S. G. & Mathews, P. (2001). From the Editors. *TESL Canada Journal*, 19(1), I-iv.
- Kouritzin, S. G. & Mathews, P. (2001). From the Editors. *TESL Canada Journal*, 18(2), I-vi.
- Kouritzin, S. G. & Mathews, P. (2000). From the Editors. *TESL Canada Journal*, 18(1), I-iii.

Websites

- Kouritzin, S., Nakagawa, S., Tamtik, M., Edgerton, J., Ellis, T., Zarak, A., Shirzadi, G., Wu, L., Kalem, Y., Beigun, J., Saleheen, S. (2020). Website for SSHRC Insight Grant on Workload creep. www.workloadcreep.ca
On this website, we link to all articles published on the basis of this research grant, and update our survey results on time-on-task. We give a broad aggregate picture of the data, which is showing consistently that faculty (including part time) work 64 hours per week. We also introduce the research team.
- Kouritzin, S., Nakagawa, S. & Sauder, M. (2010-2014). Canadian policies and programs for immigrant children and youth: A province by province analysis.
This oft-consulted website of school division policies and programs in every province was built by then-Ph.D student S. Nakagawa and then regularly updated and maintained by RA M. Sauder and S. Kouritzin. The website was linked to the TESL Canada page. Because services for immigrant and refugee youth are always evolving, it required constant revision, and therefore could not be sustained indefinitely after the SSHRC funding ended in 2012. It was not migrated to TESL Canada's new website in 2014.

Final Research Reports

- Kouritzin, S. (2018). Final Research report submitted to Faculty of Education, University of Manitoba. "Workload creep" in the Humanities and Social Sciences.
- Kouritzin, S. (2017). Final Research Report submitted to Office of Research Services, University of Manitoba. Analysis of "workload creep" in three faculties of Education.
- Kouritzin, S. (2012). Final Research Report submitted to the Social Sciences and Humanities Research Council of Canada for SSHRC Standard Research Grant." A national comparison of services for immigrant children and youth."
- *Kouritzin, S. (2011). Final research report submitted to Office of Research Services, University of Manitoba. "White birth mothers' roles in their hybrid children's development: A feasibility study."
- Kouritzin, S. (2009). Final Research Report submitted to HRSDC, the Human Resources Skills Development Canada, "Preparing ESL/EFL Teachers for the 21st Century: Multiculturalism and Technology." HRSDC/NAFTA (also funded by FIPSE in the USA and SIP in Mexico) for Canada, Mexico, and USA program on Intercultural Communication.

- Kouritzin, S. (2008). Final Research Report submitted to PCERII, the Prairie Metropolis Center on "The academic and social integration of immigrant students." PCERII-funded research.
- Kouritzin, S. (2006). Final Research Report submitted to Office of Research Services, University of Manitoba. "Language socialization at work and at play: The integration of immigrant students at school." Small SSHRC funded study.
- Kouritzin, S. (2005). Final Research Report submitted to the Social Sciences and Humanities Research Council of Canada for SSHRC Initiatives on the New Economy (INE) Research Grant, Social Sciences and Humanities Research Council of Canada. "An international comparative analysis of "social-suggestive norms" in foreign language teaching."
- Kouritzin, S. (2005). Final Research Report submitted to the Social Sciences and Humanities Research Council of Canada for SSHRC standard research grant, "Interpreting collaboratively interaction patterns involving Aboriginal students."
- Kouritzin, S. (2002). Final research report submitted to Office of Research Services, University of Manitoba. "A comparative analysis of TESL practices."
- Kouritzin, S. (2002). Final research report submitted to Office of Research Services, University of Manitoba. "Social-suggestive norms in foreign language learning." Small SSHRC funded study.
- Kouritzin, S. (2001). Final research report submitted to Office of Research Services, University of Manitoba and to principal, collaborating school. "Interpreting the interactions of the other in Aboriginal education." Small SSHRC funded study.
- Kouritzin, S. (2001). Final Research report submitted to Faculty of Education Research Committee on "Learning from language learners in TESL pre-service classrooms." University of Manitoba, Faculty of Education release time stipend support.

Book Reviews in refereed journals

- Kouritzin, S. (2005). Review of *Methodology and materials design in language teaching: Current perceptions and practices and their implications*, by W. A. Renandya (Ed.). *Canadian Modern Language Review*, 61, (3) 441-443.
- Kouritzin, S. (2004). Review of *Questionnaires in second language research: Construction, administration and processing*, by Z. Dornyei. *Studies in second language acquisition*, 26 (3) 500-501.
- Kouritzin, S. (2000). Review of *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. *TESL Canada Journal*, 18, 121-122.
- Kouritzin, S. (1999). Review of *So you want to teach English overseas*. *TESL Canada Journal*, 17, 121-122.

Research Instruments Developed

- Kouritzin, S. (2003). *IRE (Initiation, Response, Evaluation) Rubric for Analysing Interaction in multicultural, multilingual classrooms*.
This is an analysis tool for early years classrooms, developed in the context of non-dominant language/culture students and dominant language/culture students studying together with dominant language teachers.
- Kouritzin, S. & Piquemal, N. (2003). SNIFLL. "*Social Norms Inventory for Foreign Language Learning*".
This is a four-page survey, tested for validity, examining attitudes, beliefs and motivations in foreign language learning. English, French and Japanese versions.

Published responses to my publications

- Kirkwood-Walker, S. (2004). Stretching Tradition: A Response to Sandra Kouritzin. *Curriculum Inquiry*, 34(2), 213-221.
- Adamek, P. M. (2004). Habits of household lingualism. *TESL-EJ* 8(1) located at: <http://tesl-ej.org/ej29/a1.html>
- Pamela L. Anderson-Mejías (October, 2002). The ESL teacher's role in heritage language maintenance. *The Internet TESL Journal*, Vol. VIII, No. 10
<http://iteslj.org/Articles/Anderson-HeritageLanguage.html>
- Samimy, K. (2001). Comments on Sandra G. Kouritzin's "A mother's tongue." *TESOL Quarterly* 35(2), 323-325.
- Li, G. (2000). A Conversation with Sandra Kouritzin on "Bringing Life to Research: Life History Research and ESL". *TESL Canada Journal*, 18(1), 87-91.

Non-refereed contributions

- Kouritzin, S. (2006). Text of speech honouring John Lawler, recipient of TESL Manitoba Award. *TESL Manitoba Journal*, 21 (3) 20-21.
- Kouritzin, S. (2000). A lesson plan for TESL for the 21st century: We think we know the direction we're going but we don't have a very good map. *TESL Manitoba Journal*, 15(4), 3-10. (Text of keynote address by the same title given at the Feb. 14, 2000 annual meeting of TESL Manitoba.)
- Kouritzin, S., & Mathews, P. G. (1999). Teaching English as a second language and English language development in mainstream classes. *Educators' Notebook: Reviews of research of interest to educators*, 11(1), 1-4.
- Kouritzin, S. (1999). Teachers' Voice: A sequence for successful debates in ESL classes. *TESL Manitoba Journal*, 15(2) 11-12.

Professional Conference Presentations (*=blind refereed):

International

- Kouritzin, S., Nakagawa, S. & Ellis, T.F. (2021, August). *Intersectional impacts on faculty members in Education: Potential for equity?* Glasgow Conference on Equity in Education. (postponed from August 2020).
- *Kouritzin, S. & Schmidt. (2021, August). Featured Speaker and symposium organizer, *Responsibilities of applied linguists in post truth times*. AILA (International Association for Applied Linguistics): Groningen, Netherlands. Accepted as symposium and as featured speaker. (postponed from August 2020)
- *Kouritzin, S. (2021, August). Featured Speaker, *Constructing professional dignity for applied linguists*. AILA (International Association for Applied Linguistics): Groningen, Netherlands. Accepted. (postponed from August 2020)
- Kouritzin, S., Nakagawa, S. & Ellis, T.F. (2021, April 13) *Sustainability weaponised: Ecojustice versus the marketization of Canadian higher education*. Paper presented at the International Ecolinguistics Conference. Liverpool, UK. (online conference).
- *Nakagawa, S. & Kouritzin, S. (2019, March). Identities of resignation: Challenges for Indigenous languages in a neoliberal state. Paper presented in panel presentation *Indigenous Language Education within a Neoliberal Regime: Identities, Ideologies and Activism* organized by Prem Phyak and Peter da Costa. AAAL, Atlanta, Georgia.
- *Kouritzin, S. (2018, November 26). Post-Truth pedagogy in TESOL. Paper presented at the Japan Association of Language Teachers (JALT) conference, Shizuoka, Japan.

- *Cap, O., Black, J., & Kouritzin, S. (2017, July) Human rights education and digital technologies in teacher education. 15th Annual New Directions in the Humanities Conference, London, UK.
- Kouritzin, S. & Cap, O. (2017, July). Post truth teacher education. 15th Annual New Directions in the Humanities Conference, London, UK.
- *Black, J., Cap, O., Kouritzin, S., & Smith, K. (2017, July). *An example in a Canadian University: New Initiatives in a higher education workload crisis*. Paper to be presented at the Excellence, Creativity and Innovation in Basic and Higher Education conference, University of Lisbon, Lisbon, Portugal.
- *Kouritzin, S. & Nakagawa, S. (2017, March). Constructing neoliberal subjects at school: Collusion in exclusion. Paper presented at AAAL, Portland Oregon.
- *Kouritzin, S. (2016, March). Language Decisions and Dilemmas of Dominant Language/Culture Mothers of Mixed Parentage Children. Paper presented on hybridity and language learning. AAAL, Orlando Florida.
- *Kouritzin, S. & Nakagawa, S. (2016, March). Paper presented in Panel presentation entitled Ethics in Transnational Research: Researcher perspectives. *TESOL International*, Baltimore, Maryland.
- *Kouritzin, S., Kharchenko, N., Castillo, L., & Girouard, J. (2013, January). *What are the key issues and dilemmas facing TESL professionals? Varied viewpoints from varied professional locations*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- Kouritzin, S. & Johns, B. (2011, March). *Integrating children of war in mathematics and language*. Contribution to workshop (invited to be part of peer reviewed presentation) presentation at the annual meeting of TESOL, New Orleans.
- *Nakagawa, S. & Kouritzin, S. (2011, Jan.) *Identity theory in language and culture educational research*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii. (50%-50%).
- *Kouritzin, S., Sauder, M. & Nakagawa, S. (2011, Jan.) *Integration of Immigrant children and youth in Canada: A crossprovincial comparison*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii. (40%-30%30%).
- *Kouritzin, S., Johns, B. & Nakagawa, S. (2011, Jan.) *Teaching language and mathematics to children of war*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii (40%-30%30%).
- *Nakagawa, S., & Kouritzin, S. (2009, March 23). *Interrogating the power of identity as an analytical and theoretical construct*. Paper presented at the annual meeting of the American Association of Applied Linguistics (AAAL), Denver, Colorado.
- Kouritzin, S. (2009, March 26). Organizer and presentation preparer on behalf of the TESOL Book Publications committee of *Getting published with TESOL book publications*, workshop presentation at the annual meeting of TESOL, Denver, Colorado.
- *Nakagawa, S., & Kouritzin, S. (2009, January 4). *Diasporic and Indigenous language shift in minority language communities*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- *Kouritzin, S., & Nakagawa, S. (2009, January 4). *What is postcolonial pedagogy in TESL/TEFL?* Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.
- *Kouritzin, S., Lawler, J., & Jajalla L. (2006, March) *Peer interactions and language learning*. Paper presented at the 40th annual TESOL convention, Tampa Bay, Florida, March, 2006.

- Kouritzin, S. (2006, March). Symposium presentation. *TESL Canada Journal* Editor in full day workshop (morning working session; afternoon panel presentation) of editors of journals affiliated with TESOL, at the 40th annual meeting of the Teachers of English to Speakers of Other Languages, Tampa Bay, Florida.
- Kouritzin, S. (2006, February 24). Teaching basic [oral] communication. Workshop at Akita International University, Japan.
- *Gagne, A., Leung, B., Hugo, G., Kouritzin, S., Junkin, L.N., Chen, L., Van Ngo, H. (2005, Oct.). *The education of immigrant children and youth*. Workshop presentation at the International Metropolis Conference, Ottawa, Ontario.
- *Kouritzin, S., & Piquemal, N. A. C. (2002, July). *Interpreting the interactions of the "other": Cross-cultural conversations in school*. Paper presented at the Family, Community and School Literacies conference, at the University of British Columbia, B. C.
- *Kouritzin, S. (2002, April). Symposium presentation. *TESL Canada Journal* Editor in full day workshop (morning working session; afternoon panel presentation) of editors of journals affiliated with TESOL, at the 36th annual meeting of the Teachers of English to Speakers of Other Languages, Salt Lake City, Utah.
- *Kouritzin, S. (2002, April). Symposium organizer and presenter for symposium concerned with *Heritage language maintenance and loss*. Papers and panel discussion held at the annual meeting of the Teachers of English to Speakers of Other Languages, Salt Lake City, Utah. (with Grace Cho, Marianne Tigchelaar, Rhodalyne Gallo-Crail, and Debra Suarez.
- *Kouritzin, S. (2001, March). *Learning from learners in language teacher education classrooms*. Paper presented at the 35th annual meeting of the Teachers of English to Speakers of Other Languages, St. Louis, Mo.
- Kouritzin, S. (2001, March). Participant as *TESL Canada Journal* Editor in full day workshop (morning working session; afternoon panel presentation) of editors of journals affiliated with TESOL, at the 35th annual meeting of the Teachers of English to Speakers of Other Languages, St. Louis, Mo.
- *Kouritzin, S. (2000, March). *Settlement stories: Lives and languages*. Paper presented at the 34th annual meeting of the Teachers of English to Speakers of Other Languages, Vancouver, B.C.
- *Kouritzin, S., & Vizard, Carol. (1999, March). *Preservice ESL teachers evaluate feedback practices*. Paper presented at the 33rd annual meeting of the Teachers of English to Speakers of Other Languages, New York, New York.
- *Kouritzin, S. (1998, March). *Personal narratives of L1 loss*. Paper presented at the 32nd annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Seattle, Washington.
- *Kouritzin, S. (1996, March). *Familial Retro/perspectives on First Language Loss*. Paper presented at the meeting of Teachers of English to Speakers of Other Languages, Chicago, Ill.

National

- *Ellis, T.F., Nakagawa, S. & Kouritzin, S. (May 2021). *The Ethics of Institutional Analysis: Paternalism and proprietary access to U15 faculty*. Conference paper presentation at the Canadian Educational Researchers Association. (submitted)
- *Kouritzin, S. & Zirak, A. (May 2021). *The professional 'measure' of English second language teachers in the neoliberal university*. Conference paper presentation at the Canadian Association for Curriculum Studies. (accepted)

- *Kouritzin, S., Nakagawa, S., Ellis, T. and Tamtik, M. (May 2021). *Buying in to branding, Selling out the academy*. Paper presentation at the Canadian Association for the Study of Higher Education.
- *Kouritzin, S., Nakagawa, S., Ellis, T. & Shirzadi, G. (May 2021). *Intersections and Atomisation in the Academy: Gender, race, and family in academic workload*. Conference presentation at the Canadian Association for Canadian Association of Higher Education.
- Kouritzin, S. (June 2021). Discussant for CERA: Research Methods II.
- Kouritzin, S. (May 2021). Discussant for CERA: Advocacy, Empowerment and Resilience.
- *Kouritzin, S., Nakagawa, S. & Ellis, T. (June 2020). *Buying in to branding, Selling out the academy*. Paper presentation at the Canadian Association for the Study of Higher Education. London, Ont. (conference cancelled)
- *Kouritzin, S., Nakagawa, S. & Ellis, T. (June 2020). *University website analysis: Academic identity construction*. Roundtable presentation at the Canadian Association for Foundations in Education/CSSE. London, Ont. (conference cancelled)
- *Kouritzin, S. (June 2019). *Workload Creep in the Humanities and Social Sciences: Academic capitalism in three Western Canadian universities*. Paper presentation at the Canadian Association for Foundations in Education/CSSE. Vancouver, BC.
- *Kouritzin, S. (May 2018). *Language Education in Post-truth Times*. Roundtable presented at CSSE, Regina.
- *Kouritzin, S. & Nakagawa, S. (May 2018). *Developing a non-extractive research paradigm in education*. Paper Presentation at CSSE, Regina.
- *Kouritzin, S., Black, J., Smith, K. & Cap, O. (May, 2017). *Workload Creep: An environmental scan of faculty workload in Education faculties*. Paper presented at CSSE, Toronto.
- *R Kouritzin, S. & Nakagawa, S. (May 2017). *Constructing neoliberal subjects at school: Collusion in exclusion*. Roundtable paper presented at the Canadian Society for the Study of Education, Toronto, Canada.
- *Kouritzin, S. (March, 2013). *Critical Reviews of Language Policies in Three Western Cities: ESL Issues and Initiatives in Vancouver, Calgary and Winnipeg*. Presenter of workshop on policies in Winnipeg. Conference on Settlement Agencies as Sites of Engagement, Attachment and Identity. Other panel members: Yan Guo, Yvonne Hebert, Sharon Seward, Roumi Ilieva. Calgary, Alberta.
- *Kouritzin, S. (October, 2012). *Provincial Panel: SOAR and SWOT analyses*. Moderator and organizer of panel presentation at the annual meeting of TESL Canada, Kamloops, BC.
- *Kouritzin, S. (October, 2012). *TESL Canada leadership panel*. Panelist for discussion of TESL Canada presentation at the annual meeting of TESL Canada, Kamloops, BC.
- * Kouritzin, S. (April, 2011). *White mothers of non-white children: linguistic and cultural concerns*. Paper presented at the annual meeting of TESL Canada, Halifax, Nova Scotia.
- *Kouritzin, S., Renaud, R., and Sauder, M. (2010, June). *Integration of immigrant children and youth in Canada: A cross-provincial comparison*. Paper presented at the annual meeting of CSSE, Montreal, Quebec.
- *Kouritzin, S., & Sauder, M. (2009, Oct. 3). *Educational barriers for immigrant children and youth*. Poster session presentation (and overview given at Board of Directors meeting), at the annual meeting of TESL Canada, Banff, Alberta.
- *Kouritzin, S. (2009, May 23). *What does it mean to withdraw consent?* Discussant and Paper presenter at symposium entitled “Perspectives on ethics in cross-cultural, cross-linguistic research” at the annual meeting of CAFE, CSSE, Ottawa, Ontario. Other panelists in single paper panel: E. Lee, Y. Li, H. Roessingh, J. Koulouriotis, S. Nakagawa.

- *Kouritzin, S. (2009, May 25). Discussant, symposium organizer, and paper presenter in *Challenging the orthodoxies in standard academic discourses*, CACS, CSSE, Ottawa, Ontario. Other panelists in single paper panel: M. Meyer, M. Cooley & M. Forrest & L. Wheeldon, N. Piquemal & N. Allen, E. Hasebe-Ludt, R. Norman, B. Andrews, M. Crooks.
- *Kouritzin, S., & Nakagawa, S. (2009, May 26). *Interrogating identity in educational research*. Paper presented at the annual meeting of CSSE, Ottawa, Ontario.
- *Kouritzin, S. (2008, June). "Look, we have lights at the flip of a switch, we don't need to speak another language": Is knowing another language as important as knowing math or science? Paper presented at the Canadian Society for the Study of Education (CACS), Vancouver, BC.
- *Kouritzin, S., & Nakagawa, S. (2008, May). Teaching English in a Global Context: Languages and capitalism. Paper presented at the TESL Canada Conference, Moncton, NB.
- *Kouritzin, S., & Baergen, H. (2007, March). *The academic and social integration of immigrant students*. 9th National Metropolis Conference, Toronto, Ontario, Canada.
- Kouritzin, S. (2006, October). "TESL Canada Journal" representative at "Breakfast with the Stars". TESL Canada Conference, Winnipeg, MB.
- *Kouritzin, S., & Piquemal, N. (May, 2006). *The social construction of the "I think I can" principle*. Canadian Society for the Study of Education, CAFE, Toronto, Ontario.
- *Piquemal, N., Kouritzin, S., Renaud, R., & Nakagawa, S. (May, 2005). *Social suggestive norms in foreign language teaching and learning*. Canadian Society for the Study of Education, CACS, London, Ontario.
- *Kouritzin, S. (May, 2005). *Publishing in the TESL Canada Journal*. Workshop and discussion presented at the TESL Canada conference, Ottawa, Ontario.
- *Kouritzin, S., & Nakagawa, S. (May, 2005). *The social construction of the "I think I can" principle: Another look at motivation in language learning*. TESL Canada conference, Ottawa, Ont.
- *Kouritzin, S., & MacPherson, S. (Nov. 2003). *Publishing in the TESL Canada Journal*. Workshop and discussion presented at the TESL Canada conference, Vancouver, British Columbia.
- *Kouritzin, S. (2002, May). Panelist. *Educational possibilities on language, literacy and immigration: What can educational research contribute to the complex challenge that is immigration for schooling and for society?: Focus on possibilities for educational research*, Canadian Society for the Study of Education, Toronto, Ontario. Other panelists in single paper panel were: F. Armand, M. Laurier, J. Beynon, T. Derwing.
- *Balcomp, P., Lapkin, S., Kouritzin, S., et al. (2002, May). *Getting Published*. Workshop and discussion presented at the annual meeting of the Canadian Association of Applied Linguistics, Toronto, Ontario. (During the panel, we discuss issues and answer questions rather than make formal presentations).
- *Kouritzin, S., & Piquemal, N. A. C. (2002, May). *Interpreting Collaboratively interaction patterns involving Aboriginal students in school*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Toronto, Ont.
- *Mathews, P. G., Kouritzin, S., & Lotherington, H. (2002, May). *How to get published: Feedback and discussion with Editors*. Workshop/paper presentation at the annual meeting of TESL Canada, Regina, SK.
- *Kouritzin, S. (2002, May). *Best practices in teaching ESL and content: A preliminary report*. Paper presented at the annual meeting of TESL Canada, Regina, SK.

- Piquemal, N., Kouritzin, S., Jennings, T., Workman, M., & Cunningham E. (Feb. 2002). *Angela: A pedagogical story*. Interactive symposium presented at Westcast, Vancouver, B. C.
- *Mathews, P. G., & Kouritzin, S. (2001, June). *Best practices in Teaching ESL and content: A preliminary research report*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Quebec City, Que.
- *Kouritzin, S. (2001, June). *Choosing the language of "raw" research*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Quebec City, Que.
- *Kouritzin, S., & Mathews, P. G. (2000, September) *Are there systemic and policy barriers to ESL learning?* Paper presented at the TESL Canada 2000 Conference at Halifax, Nova Scotia.
- *Kouritzin, S., Foster, R., Norman, R., Goddard, T., Hasebe-Ludt, E., Hurren, W., & Leggo, C. (2000, May). *Journey/wo/men in Academe: Challenging the orthodoxies in research and writing*. Symposium paper presented at the annual meeting of the Canadian Society for the Study of Education, Edmonton, Alberta.
- *McMillan, B., Serebrin, W., Morin, F., Evans, C., Bochonko, H., Nishibata-Chan, T., Johns, B., Kouritzin, S., Seifert, K., & Coffman, L. (2000, May). *Launching an inquiry-driven after-degree B.Ed programme in the early years*. Symposium paper presented at the annual meeting of the Canadian Society for the Study of Education, Edmonton, Alberta.
- *Kouritzin, S., & Mathews, P. (2000, May). *Systemic Barriers to Lifelong ESL learning: The genesis of a joint common multi-site project*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Edmonton, Alberta.
- *Kouritzin, S., & Vizard, C. (1998, June). *Feedback on feedback: Responses to ESL student teacher evaluation*. Roundtable presented at the annual meeting of the Canadian Society for the Study of Education, Ottawa, Ontario.
- *Kouritzin, S. (1997, June). *And I am the Fourth: Personal Narratives of First Language Loss*. Paper presented at the meeting of the Canadian Society for the Study of Education, St. John's, Newfoundland.
- *Kouritzin, S. (1996, June). *Illegitimate Tongues: The Many Face[t]s of First Language Loss*. Paper presented at the meeting of the Canadian Society for the Study of Education, St. Catharines, Ontario.
- *Kouritzin, S. (1995, June). *Marriage at the Margins: The Implications of Autonomous Learning for First Language Maintenance*. Paper presented at the meeting of TESL Canada, Montréal, Que.
- *Kouritzin, S. (1995, June). *Bringing life to research/bringing research to life: Life history and ESL*. Paper presented at the meeting of the Canadian Society for the Study of Education, Montréal, Que.
- *Kouritzin, S. (1995, June). *Becoming a patchwork quilt: Learning and teaching literature*. Paper presented at the meeting of the Canadian Society for the Study of Education, Montréal, Que.
- *Kouritzin, S. (1995, June). *Unraveling the Web: What does first language loss really mean?* Paper presented at the meeting of the Canadian Association for Applied Linguistics, Montréal, Que.
- *Kouritzin, S. (1994, June). *Mothering in a Second Language: The need to divide identities*. Paper presented at the meeting of the Canadian Society for the Study of Education, Calgary, Alta.

Regional

- Kouritzin, S. (2021, June 7). *Insight Grant Preparation*. Presentation at Faculty Research Lunch. Faculty of Education, University of Manitoba.
- Kouritzin, S. (2019, Dec 2). *Academia and its discontents: Workload Creep in the Humanities and Social Sciences*. Presentation at Faculty Research Lunch. Faculty of Education, University of Manitoba.
- Kouritzin, S., Douglas, S., Thomson, R., & Imai, H. *Policies and practices in TESL*. (Oct. 2013). TESL Ontario Conference, Toronto, Ontario.
- *Kouritzin, S. *Another look at context in second language learning/teaching*. (Feb. 14th, 2005). TESL Manitoba Conference.
- *Kouritzin, S. (symposium organizer), with N. Piquemal, S. Nakagawa, L. Fitznor, W. Hingley, H. Settee, J. Silver, P. Nunoda, T. Tavares. (Feb. 2004). *Redefining the TESL profession in the context of SESD learners*. TESL Manitoba Conference.
- Kouritzin, S. (21 November, 2003). *A comparative study of best practices in teaching English as a second language in low incidence areas*. Workshop presentation at first session of the Manitoba Education Research Network, Brandon, Manitoba.
- Kouritzin, S. (2000, February). *A place for literature in the ESL language classroom*. Workshop presented at the meeting of Manitoba TESL SAG, Winnipeg, MB.
- *Kouritzin, S., & Murray, G. (1996, March). *Can Autonomous Learning and Interactive Video Prevent Language Loss?* Paper presented at the 29th Annual meeting of the B.C. Teachers of English as an Additional Language, Vancouver, B. C.
- *Kouritzin, S. (1995, March-a). *Language Policy in B.C. Tertiary Institutions*. Paper presented at the 28th Annual meeting of the B.C. Teachers of English as an Additional Language, Vancouver, B.C.
- *Kouritzin, S. (1995, March-b). *Visualizing Second Language Learning*. With D. Bowler, J. Fine, E. Hasebe-Ludt, B. Hilding, J. Hu, & J.L. Salzberg. Demonstration at the 28th Annual B. C. TEAL Conference, Vancouver, B.C.
- *Kouritzin, S., & Pringle, W. (1994, May). *Comparative Qualitative Methodologies*. Paper presented at the meeting of B. C. Teachers of English as an Additional Language, Vancouver, B.C.

Keynote/Plenary/Featured Speaker Invitations

- Kouritzin, S. (2018, November 4). *CLIL and EFL: Post-truth pedagogies in Japan*. Annual meeting of Kyoto JALT, Kyoto-fu, Japan.
- Kouritzin, S. (2018, October 20). *Post-truth pedagogy in a CLIL framework: A classroom-based research project*. Annual meeting of Okayama JALT, Okayama, Japan.
- Kouritzin, S. (2018, September 29). *Engaging Content and Language Integrated Learning in EFL contexts*. Kwansei Gakuin Forum, Nishinomiya, Japan.
- Kouritzin, S. (2007, June 23). *Why teach foreign languages? Why learn foreign languages?* Public presentation publicized in daily newspapers, sponsored by Kwansei Gakuin Graduate Program in Language, Culture and Communication, Osaka, Umeda, Japan.
- Kouritzin, S. (2006, February 23-24). President's Colloquy (two panel presentations with Dr. Kate Wolf-Quintero and Dr. Peter Elbow, and workshop on Reading and Speaking). Akita International University, Akita, Japan.
- Kouritzin, S. Featured speaker, (July 22, 2004). Board of Education, City of Nishinomiya, Japan. Professional Development Day.
- Kouritzin, S. (2004, June 26). *Policies and practices for bilingual citizens*. Public (publicized in daily newspapers) lecture sponsored by Kwansei Gakuin Graduate Program in Language, Communication, and Culture. Osaka, Umeda, Japan.

- Kouritzin, S. Featured speaker. (April, 2003). Kyushu University, Roppongi Campus, Japan. Faculty of Languages and Cultures. *Social-suggestive norms in foreign language teaching and learning: An international comparison.*
- Kouritzin, S. Featured speaker. (April, 2003). Ritsumeikan APU University, Beppu city, Japan. Faculties of Asia Pacific Studies and Asia Pacific Management. *Social-suggestive norms in foreign language learning: Languages in the New Economy.*
- Kouritzin, S. Featured speaker, Faculty Development. (May, 2003). Kwansai Gakuin, Nishinomiya, Japan. *The art of qualitative research: Inquiry and interpretation for the language education research agenda.*
- Kouritzin, S. (2000, Feb. 14). *A lesson plan for TESL for the 21st century: We think we know the direction we're going but we don't have a very good map.* Plenary address given at the TESL Manitoba Conference, Winnipeg, Manitoba.
- Kouritzin, S. (2001, April 23). *Second language teaching principles and methodologies.* Keynote presentation and workshop for Manitoba Teachers of Ukrainian at annual general meeting, Winnipeg.
- Kouritzin, S. (2002, September). *Bilingual education principles applicable to Deaf students.* Plenary presentation for Manitoba Teachers of Deaf Students at their annual meeting, Winnipeg, Manitoba.
- Kouritzin, S. (1990, March). *Japanese Women: the myth and the reality.* Keynote presented in the Fukuhara Gakuen Open Lecture Series, broadcast on public television, Fukuoka, Japan. (Broadcast in English with translation provided by Prof. Shibata).

Invited Presentations

- Kouritzin, S. (2017). With Scott Davies, Eu Seul Yoon, Michael O'Sullivan. Presenter at Socinet Community Café: Where/Who we are now: Directions in sociology of education. Introduction and thanks for Dr. Steven Pinker, Awards presentations. TESL Canada Conference, Kamloops, BC. October, 2012.
- Kouritzin, S., Discussant, (May, 2005). Student roundtable discussion at CSSE.
- Kouritzin, S. (October 2004). *Illegitimate Tongues.* Individual presentation at TESL Manitoba sponsored MTS SAG day, Winnipeg. TESL special area group.
- Kouritzin, S. (27 November, 2003). *Manitoba Education Research Network and Inquiry in Aboriginal Education* (panel presentation with P. Binda, H. Hunter, and D. Redmond). Conference of Manitoba Association of School Superintendants' symposium on Aboriginal Education, Winnipeg.
- Kouritzin, S. (July 4, 2003). *Developing a multilingual mindset: Economic, ethical and educational rationales for second language education.* Individual presentation to Canadian School Board Association and Manitoba Association of School Trustees congress entitled "Public Education: Strength in Diversity," Winnipeg, Manitoba.
- Kouritzin, S. (October, 2002). *First language, first culture issues.* Individual presentation as part of MTS's TESL SAG day. TESL special area group.
- Kouritzin, S. (Discussant), (2002, May). Student roundtable discussion on *School advisors or school councils?: A policy analysis on "opened-management of schools" in Japan.* Presented by Jun Hirata, Ph.D. candidate, OISE/UT.
- Kouritzin, S. (October, 2001). TESL Manitoba Special Area Group presentation as part of MTS's SAG day. Major speaker and breakout session leader.
- Kouritzin, S. (Chair) (1998, June). *LARC Roundtable.* Session at the meeting of the Canadian Association for the Study of Education, Ottawa, Ontario.

Kouritzin, S. (Chair) (1995, June). *Life and Literature in High Schools*. Session at the meeting of the Canadian Association for the Study of Education, Montréal, Que.

Articles in the public press

Kouritzin, S. Letter to the editor, *University Affairs*:
http://www.universityaffairs.ca/issues/2004/augsept/letters_02.html

Interviews for public release

Kouritzin, S. (Interviewee). (2005, September). *Life at school for immigrant children*. Interview with F. Nolan, posted on University of Manitoba website,
<http://myuminfo.umanitoba.ca/index.asp?sec=7&too=100&eve=8&dat=10/6/2005&npa=9269>

Kouritzin, S. (Interviewee, CBC television) (2005, June). Japanese Club at Laura Secord School, and the impact of Japanese animation on schoolchildren's cultural competence. Locally televised.

Kouritzin, S. (Interviewee) (2001, Oct.). *Language Loss in Franco-American Maine*. Interviews taped by documentary film maker Ben Levine for use in documentary "Waking up French". Reviewed at: www.wakingupfrench.com/pressrelease.pdf

Kouritzin, S. (Interviewee) (2001, Feb.), (background information on language loss). E. Barry, Boston Globe Newspaper.

Kouritzin, S. (Interviewee) (1995, July). Cecilia Walters, host. CBC Almanac radio program on first language loss. Provincially broadcast, B. C.

Faculty Presentations

Kouritzin, S. (Dec 2, 2019). *Academia and its Discontents*. Presentation at Faculty Council.

Kouritzin, S. & Rahimian, M. (March 4, 2017). Chair and mentor chair. Graduate Student Symposium session on identity. Faculty of Education, University of Manitoba.

Kouritzin, S., Young, J., & Mizzi, R. (2015, March 16), *Academic Writing and publishing*. Panel presentation to Ph.D. students, Q&A. Faculty of Education, University of Manitoba

Kouritzin, S. (May, 2013) *Action Research*. Presentation to ISOTOPE project, Dr. Richard Hechter, Faculty of Education, University of Manitoba.

Kouritzin, S., Lutfiyya, Z., Levin, B. (November 20th, 2003). Individual presentations during Faculty-based Ph.D. student colloquium on Giving Academic Presentations, Faculty of Education, University of Manitoba.

Kouritzin, S., Evans, C., Renaud, R., & Lutfiyya, Z. (Feb, 2003). Individual presentations during Faculty-based Ph.D. student colloquium on Preparing the Dissertation/Thesis Proposal, Faculty of Education, University of Manitoba.

Kouritzin, S. (April, 2002). Organized and presented during *Writing for Academic Audiences*, an in-house publication night for graduate students in the Faculty of Education and open to the university public. Other presenters were Z. Lutfiyya, R. Renaud, D. Jenkinson, J. Young, R. Mason, Y. Kanu, D. Hlynka.

Kouritzin, S. (April, 2001). Presentation on writing for academic audiences organized by D. Begoray at in-house publication night for graduate students in the Faculty of Education at University of Manitoba. Other presenters were D. Begoray, D. Mandzuk, F. Morin, P. Mathews, P. Sadowy.

Kouritzin, S. (1996, November). With R. Norman, L. Fels, C. Kanada. Panelist at graduate student forum on research in language education.

Kouritzin, S. (1995, November). With R. Berwick, R. Dunlop, J. Hu, M. Low, and K. Reeder (moderator). Panelist at conference entitled "Information Connections: Using Information Technology in Language Education Research".

Teaching Experiences

Graduate Student Supervision

Advisor, Ph.D.:

Ph.D Dissertation completed (6 students)

Margaret Aisicovich	Ph.D.	Defended November 20, 2018
Gail Cormier	Ph.D.	(Bombardier Scholar) Defended August 30, 2018
Mahdi Rahimian	Ph.D.	Defended May 23, 2018
Nataliya Kharchenko	Ph.D.	(UMGF), defended March 9, 2018
Tatiana Galetcaia	Ph.D.	Defended September, 2017
Eun Hee Buettner Kim	Ph.D.	(UMGF, MGF), Defended March 22, 2016.

Advisor, Ph.D., current (8 students)

Taylor Ellis	Ph.D.	(UMGF, Hedley Award winner, SSHRC doctoral fellowship with Tri-Agency top up) ABD Proposal defended Oct 2019
Shayeeekh Saleheen	Ph.D.	(UMGF) (proposal defended Dec 2020)
Rawia Azzawaria	Ph.D.	MTS Scholar Ed leadership: proposal def Nov 2020
Donna Barkman	Ph.D.	Beg Sept 2018 (part time). Cand. Exams Jul 2021
Ahmad Zirak	Ph.D.	(UMGF) Proposal defended July 2021.
Subbalakshmi Kailasanathan	Ph.D.	Start May 2019 (part time). Cand. Exams Jul 2021
Golnaz Shirzadi	Ph.D.	(UMGF) (Started September 2019, cand in prog)
Pouya Bornaki	Ph.D.	Start September 2021

Committee Member, Ph.D. (7 students)

Michelle Lam	Ph.D.	Defended January 28, 2021
Patrick Boudreau	Ph.D.	Defended August 2006
Huong Cao	Ph.D.	ABD, Dec. 2018, Proposal defended Nov 2020
Gustavo da Cunha Moura	Ph.D.	ABD, Dec. 2018, proposal, May 2020
Lanlan Li (Linguistics)	Ph.D.	ABD, January 2019, (defense TBA)
Husaifa	Ph.D.	Start September 2021

External Examiner, Ph.D.

Tai Vo	Ed.D.	March 15, 2017. University of Alberta
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M.Ed Thesis route completed (20 students)

Sajia Afrin	M.Ed.	Thesis defended March, 2020
Rebecca Perlmutter	M.Ed.	Thesis defended May 2018
Donna Barkman	M.Ed.	Thesis defended April 2017
Simone Kirwan	M.Ed.	Thesis defended December, 2014
Wan Hua Lai	M.Ed.	Thesis defended September, 2012
Gail Cormier	M.Ed.	Thesis defended August, 2012
Margaret Aisicovich	M.Ed.	Thesis defended August, 2012
Kevin Carter	M.Ed.	Thesis defended March, 2012
Cynthia Phillips	M.Ed.	Thesis defended December, 2011
Xuping Sun	M.Ed.	Thesis defended July 2011
Yi-Fang Chen	M.Ed.	Thesis defended Nov. 2010

Joanna Koulouriotis	M.Ed.	Thesis defended Oct. 2010
Antoanela Pardel Denchuk	M.Ed.	Thesis defended Dec. 2010
Tatiana Galetskaja	M.Ed.	Thesis defended November, 2008
Guy Demers	M.Ed.	Thesis defended November, 2008
Helen Baergen	M.Ed.	Thesis defended August, 2007
John Lawler	M.Ed.	Degree awarded posthumously. Died Nov 28, 2005
Joan Birrell-Brandt	M.Ed.	Thesis defended August, 2004
Cosette Taylor-Mendes	M.Ed.	Thesis defended August, 2003
Marianne Tigchelaar	M.Ed.	Thesis defended August 2003

Non-thesis route comprehensives/major papers completed (35 students)

Advisor:

Sandra Benson	M.Ed.	April 2021
Melody (Zixuan) Li	M.Ed.	January, 2021
Yunfan Lu	M.Ed.	December, 2020
Ligia Mariz	M.Ed.	November, 2020
Helena Khan	M.Ed.	September, 2020
Wajiha Faran	M.Ed.	September, 2020
Cecilia Melendez	M.Ed.	August, 2020 (UMGF)
Hongjiao Liu	M.Ed.	August, 2020
Mohamed Saadoni Ramadan	M.Ed.	August, 2020
Mona Salahamedi	M.Ed.	August, 2020 (UMGF)
Yi Wu	M.Ed.	December, 2019
Erica Kolomic	M.Ed.	August, 2019
You Nan	M.Ed.	July, 2019
Jinping Tai	M.Ed.	March 2019
Naizen Zhao	M.Ed.	March 2019
Sarah Obee	M.Ed.	December 2018
Shumei Xu	M.Ed.	December 2018
Xiaotong Ruan	M.Ed.	December 2018
Hang Xiao	M.Ed.	January, 2018
Shangwu Wang	M.Ed.	November, 2015
Holly Sorenson	M.Ed.	November, 2014 (co-advisor K. Baranowski)
Yasmin Khan	M.Ed.	November, 2012
Melanie Paragg	M.Ed.	May, 2011
Jie-hee Sohn	M.Ed.	August, 2009
Guy Prokopatz	M.Ed.	August, 2008
Marcia Maia	M.Ed.	April, 2008
Sarab Atiyat	M.Ed.	December, 2007
SanWoo Han	M.Ed.	November, 2007
Jayesh Maniar	M.Ed.	July, 2007
Daria Franco	M.Ed.	March, 2006
Luisa Jajalla	M.Ed.	August, 2005
Young Suk Won	M.Ed.	August, 2005, UMGF recipient,
Linda Feuer	M.Ed.	August 2004
Sohee Kim	M.Ed.	August, 2004
Ana Flavia De Azevedo	M.Ed.	August 2003
Stephanie Rakar	M.Ed.	August, 1999

Students currently being advised/prior to completion (16 students)**Advisor, M.Ed:**

Mousume Flora	M.Ed	thesis (proposal defended June 2021)
Linwei Wu	M.Ed	thesis (proposal draft nearly complete)
Anna McGillivray	M.Ed	thesis (beg Sept 2020)
Aoife Shen	M.Ed	thesis (beg Sept 2020) (UMGF Award)
Linxiao Wang	M.Ed	thesis (beg Sept 2020)
Sara Sodeia	M.Ed	course-based (beg January, 2021)
Agada Israel	M.Ed	thesis-based (beg July, 2021)
Mahdi Abasi Zohan	M.Ed	thesis-based
Rowshan Ara Lubna	M.Ed	
Md. Zahangir Alam		
Joanne Javelona-Caile		
Soheli Ahkter		
Rufaida Hossain		
Yan (David) Dawei		
Raziyeh Aghajani		
Wang Lu		
Patti-Lynn Pauls	M.Ed	deferred to summer 2022
Fateme Ghorbanpour	M.Ed	deferred to fall 2022 (has previous MA—PhD)
Aura Gomez Lopez	M.Ed	deferred to fall 2022 for International Cohort

Committee Member, M.Ed Thesis (11 students)

Ben Nien	M.Ed	Thesis proposal draft completed (J. Black advisor)
Rebeca de la Castros	M.Ed	thesis (Dr. N. Piquemal, advisor) Completed April 2018
Marta Krygier Bartz	M.A.	thesis in psychology (Dr. Melanie Glenright advisor), 2016
Laura Castillo	M.Ed.	thesis (Dr. Yi Li advisor) Thesis defended December, 2015
Kaleigh Quinn	M.Ed.	thesis (Orest Cap, advisor). Completed August 14, 2013.
Mahdi Rahimian	M.A.	thesis in Linguistics (R. Hagiwara advisor). August, 2013
Tomohiro Saeki	M.Ed.	thesis (EAFP, L. Fitznor, advisor), completed Sept, 2008
Carly Liebrecht	M.A.	thesis (sociology, L. Wilkinson, advisor), November 2008
Margaret Dennis Owen	M.A.	thesis (English, D. Cooley advisor), completed Feb 2008
Diane Koreen	M.Ed.	Thesis, defended March 2005
John Burstow	M.Ed.	Thesis defended August 2004

Committee Member, M.Ed, comprehensive (24 students)

Dolma Tsering	M.Ed	Comprehensive (Clea Schmidt, advisor) Apr. 2021
Esther Cho	M.Ed	Comprehensive (Clea Schmidt, Advisor) Dec. 2020
Marcella Clarke	M.Ed	Comprehensive (Jen Watt, advisor) August 2020
Farah Binte	M.Ed	Comprehensive (Clea Schmidt, advisor) August 2020
Tara Duval	M.Ed	Comprehensive (Clea Schmidt, advisor) August 2020
Joyce Soldier	M.Ed	Comprehensive (Jen Watt, advisor) July 2020
Damian Purdy	M.Ed	Comprehensive (Michelle Honeyford, advisor) Jul 2020
Mayha Prayabad	M.Ed	Comprehensive (Clea Schmidt, advisor) Jan 2020

Anna Robertson	M.Ed	Comprehensive (Joanna Black, advisor) Dec 2019
Manjinder Chahal	M.Ed	Comprehensive (Clea Schmidt, advisor) Sept 2019
Christina Spafford	M.Ed	Comprehensive (Clea Schmidt, advisor) July 2019
Sheila Singh	M.Ed	Comprehensive (Clea Schmidt, advisor) January 2019
Angelina	M.Ed	comprehensive (Clea Schmidt, advisor) January 2019
Fanglin Chen	M.Ed	comprehensive route (Clea Schmidt, advisor) June 2018
Kevin Utsunomiya	M.Ed	comprehensive route (Dr. Yi Li advisor) Aug, 2016.
Valdine Bjornson	M.Ed.	non thesis (K. Smith advisor). Completed June 20, 2013
Rebecca Hiebert	M.Ed.	Non-Thesis, completed
C. Polak Scowcroft	M.Ed.	Non-thesis, completed
James Crean	M.Ed.	Non-thesis, completed
Nathan Klippenstein	M.Ed.	Non-thesis, completed
Marshall E. Bradbury	M.Ed.	Non-thesis, completed
Nelson G. Martinez	M.Ed.	Non-thesis, completed
Cynthia J. Reimer	M.Ed.	Non-thesis, completed
Caixia Li	M.Ed.	Non-thesis, completed
External Examiner, M.Ed		
Ziwei Wu	M.Ed	April 28, 2018. Thompson Rivers University.

Graduate Courses (12 different courses taught regularly)

EDUB 7142: Decolonizing Methodologies x 2 combined with EDUC 7050
Jan-Apr, 2018 (2 enrolled)

EDUC 7050: Decolonizing Methodologies
Jan-Apr, 2018 (5 enrolled, Ph.D seminar)

EDUB 7550: Historical and Contemporary Approaches to Curriculum
July-August 2021 (15 enrolled)
Sept-Dec 2017 (9 enrolled)

EDUB 7402/5220: Global Indigenous Knowledges (With Dr. Satoru Nakagawa)
July – August 2020 (26 enrolled)
July, 2018 (20 enrolled)
July, 2017 (22 enrolled)

EDUC 7030: For every PhD student advised, we teach 7030 as a guided independent study.

Eun Hee Buettner – 2014
Tatiana Galetcaia—2015
Nataliya Kharchenko--2016
Mahdi Rahimian—2016
Gail Cormier—2016
Margaret Aisicovich—2017
Taylor Ellis 2019
Rawia Azzahrawia 2019
Shayeekh Salehadeen 2019
Ahmad Zhirak Ghazani 2020

EDUB 7540 Final Seminar in Curriculum, Teaching, and Learning

July-August 2020 (11 enrolled) remote
July-August 2019 (10 enrolled)
Sept-Dec 2017 Guided Independent Study, Hang

EDUB 7212: Critical Applied Linguistics in a Global Context.

May-June 2019 (14 enrolled)
May-June 2017 (8 enrolled)
May-June 2015 (9 enrolled)
May-June 2014 (8 enrolled, 1 audit)
May-June, 2010 (11 enrolled, 2 audit)

EDUA 7840: Qualitative Research.

Sept-Dec, 2020 (16 enrolled) remote
Jan-April, 2019 (10 enrolled)
Sept-Dec, 2017 (14 enrolled)
Sept-Dec, 2015 (10 enrolled)
Sept-Dec, 2013 (18 enrolled + 1 audit)
Sept-Dec, 2012 (11 enrolled + 1 audit)
Jan-April, 2010 (15 enrolled)
Jan.-April, 2008 (15 enrolled)

124.713: Language and identity in second language contexts. Doctoral seminar

Jan-April 2012 Guided independent study
Jan.-April, 2003 (5 enrolled)

EDUB 7220 (former 132.722): Theories in ESL research and applications.

Jan-April, 2021 (9 enrolled) remote
Jan-April, 2020 (14 enrolled) Covid affected, finished online
Jan-April, 2017 (10 enrolled)
May - June, 2002 (3 enrolled).
Jan.-April, 2001. (10 + 1 audit).

EDUB 7210 (formerly 132.721): Seminar in ESL theory and pedagogy.

Jan-April, 2021 (8 enrolled) remote
Jan-April, 2019 (21 enrolled)
Jan-April, 2018 (15 enrolled)
Jan-April, 2017 (12 enrolled)
Sept-Dec, 2015 (14 enrolled)
Jan-April, 2014 (9 enrolled)
Sept.-Dec., 2001 (4 enrolled)
Jan.-April, 2001. (5 enrolled) (on-line, WebCT)
Jan.-April, 2003. (6 enrolled)
Sept.-Dec., 2004. (17 enrolled)
Jan.-April, 2006. (Guided independent study).
Sept.-Dec., 2006 (18 enrolled)
Jan.-April, 2008 (4 enrolled, 1 audit)

Sept-Dec 2011 (3 enrolled, taught for ½ credit as 3 guided independent studies)

EDUB 7580 (formerly 132.758): Second language acquisition.

Sept-Dec 2020 (10 enrolled) remote

Jan-April 2015 (4 enrolled)

Jan-April 2012 (10 enrolled)

Sept-Dec 2010 (9 enrolled)

Jan-April 2009 (9 enrolled + 2 audit)

July, 2001. (8 enrolled)

Sept - Dec. 2002 (7 enrolled + 1 independent study)

Two summer GIS courses 2019: (1) Professional Dignity and (2) Advanced Qualitative Research

Undergraduate and Post-Baccalaureate Courses

Senior Years: Teaching Languages (EDUB 4124)

Jan – Mar 2017 (10 enrolled)

Jan – Mar 2019 (3 enrolled)

Early Years Multilanguage development

January – April, 2016 (cohort of 30)

Teaching a heritage, Aboriginal, or international language in the senior years I: EDUB 1350:

September 2014-November 2014 (10 enrolled)

September 2012-November 2012 (11 enrolled)

September 2010-Nov. 2010 (8 enrolled)

September 2008-Nov. 2008 (6 enrolled)

September 2006-Dec. 2006 (5 enrolled)

Sept.-Dec 2005 (5 enrolled)

Sept.-Dec 2008 (6 enrolled)

Teaching a heritage, Aboriginal, or international language in the senior years II: EDUB 2350

Department of Curriculum, Teaching and Learning, University of Manitoba

Sept. 2004-April 2005 (4 enrolled)

EDUB 5580: Fundamental of ESL instruction (as separate PBDE course)

Sept-Dec 2016 (11 enrolled) – strike affected

Sept-Dec 2009 (18 enrolled)

Jan.-Apr., 2005 (11 enrolled)

Language Awareness EDUB 3052

Sept-Dec 2016 (11 enrolled) – strike affected

Sept-Dec 2017 (23 enrolled)

Sept-Dec 2020 (32 enrolled) online

Grammar in TESL (EDUB 5520) blended format

Aug-Nov., 2005 (10 enrolled)

TESL Practicum

Sept-Dec. 2005 (15 enrolled)

Guided independent study, Sept-Dec, 2004 (2X)

Assessment and Testing of ESL learners EDUB 5514

Jan-Apr. 2006 (23 enrolled)

Basic principles and procedures of teaching English as a second language: EDUB1620

Sept-Dec 2016 (27 enrolled) – strike affected

May-June 2015 (30 enrolled)

Sept-Dec 2011 (26 enrolled)

Jan-April 2008 (24 enrolled)

Jan-April 2007 (25 enrolled)

Sept-Dec 2006 (25 enrolled)

Jan-April 2006 (20 enrolled)

Jan-April 2006 (30 enrolled)

Jan-April 2006 (33 enrolled)

Sept-Dec. 2005 (25 enrolled)

Sept-Dec. 2003 (34 enrolled)

Jan.-Apr., 2002. (31 enrolled)

Sept.-Dec. 2001. (30 enrolled)

Sept.-Dec. 2000. (31 enrolled)

July 2000. (24 enrolled)

Jan. - Apr. 2000 (26 enrolled)

May 2000 (24 enrolled)

Sept - Nov. 1999. (18 enrolled)

Basic principles and procedures of teaching English as a second language: May - June 2002.

**During this period, I was appointed at 1.5 credits in order to supervise and assist two graduate students each teach a section of this course. I did all of the lesson planning and preparation, and did the marking for any students enrolled as Masters or Post-baccalaureate students.

Content-based second language instruction: EDUB 1820

Sept-Dec 2015 (19 enrolled)

Jan-April 2015

Sept-Dec 2014

Jan 2014-Mar 2014 (35 enrolled)

Sept 2014-Nov 2014 (27 enrolled)

Jan-Mar 2014 (36 enrolled)

Sept-Dec 2013 x 2 (18 enrolled and 20 enrolled)

Jan-Mar 2012 x 2 (7 enrolled and 24 enrolled)

Sept-Dec 2011 (30 enrolled)

Jan-Mar 2011 (17 enrolled)

Jan-Mar 2011 (29 enrolled)

Jan-Mar 2010 (24 enrolled)

Jan-Mar 2010 (11 enrolled)

Sept-Nov 2009 (20 enrolled)

Jan-Mar 2009 (15 enrolled)
Sept-Dec 2008 (16 enrolled)
Sept-Dec 2006 (20 enrolled).
July, 2001. (24 enrolled).
Sept.-Dec. 2000. (18 enrolled).
Sept.-Dec. 2006. (23 enrolled).

Multi-language development in the early years: Department of Curriculum, Teaching and Learning, Early years stream,
April, 2001. (22 enrolled).

Faculty advisor: (B.Ed. program school supervision).
Sept. 1999-Feb, 2000. (5 students, John M. King)
Sept. 2000-April, 2001. (4 students, St. James Collegiate).

Teaching ESL vocabulary and pronunciation:
Sept-Dec, 2008 (33 enrolled)
May - June 2000. (22 enrolled)
Summer 2000, Guided independent study. (1 enrolled)

School and Society I: The social foundations of education: Early Years Stream, Department of Curriculum, Teaching and Learning, University of Manitoba,
Sept. 1999- April 2000. (23 enrolled)

Undergraduate Practicum in Teaching English as a second language (CTESL program)
Before this became a regularized course in September, 2001, I supervised 6 students who completed this forty-hour practicum.

Postbaccalaureate Practicum in Teaching English as a second language and Materials Development. Until this course had sufficient numbers to be regularized, it was offered as an independent study. I offered it three times.

Other teaching and instructional development

University Teaching Services (UTS)

The challenges of incorporating English second language students in the university classroom.
Seminar offered by University Teaching Services, December 2002, University of Manitoba (taught to professoriate).

The challenges of incorporating English second language students in the university classroom.
Seminar offered by University Teaching Services, January-February, 2002, University of Manitoba (taught to professoriate).

UBC Graduate and Undergraduate Courses

LLED 543: Theories of Second Language Pedagogy, Department of Language Education.
(1) Winter, 1998.

LLED 478 practicum: Teaching English as a Second Language, Department of Language Education

- (1) Summer, 1998
- (2) Fall/Winter, 1997-8
- (3) Summer 1995
- (4) Summer, 1994

LLED 478: Introduction to Teaching English as a Second Language, Department of Language Education.

- (1) Fall/Winter, 1997-8
- (2) Summer, 1997

EDUC 316: Communications (elementary), Faculty of Education.

- (1) Fall 1997
- (2) Fall 1995

LLED 379: The Education of Immigrant Students, Department of Language Education.

- (1) Winter 1997

Research Methods, Canadian Youth, coordinator of volunteer experiences, Ritsumeikan/U.B.C.
Department of Language Education.

- (1) Fall/Winter 1992-1993
- (2) Fall/Winter 1993-1994
- (3) Fall/Winter 1994-1995

English 100 Instructor, Department of English.

- (1) Fall/Winter 1985-1986
- (2) Fall/Winter 1986-1987

Service Activities

University Service

University of Manitoba-wide

- Member**, Faculty of Graduate Studies Working Group on Equity, Diversity and Inclusion. June 2021 to present
- Member**, Review committee for Review of Bridge Funding applications for unsuccessful Insight Grant apps. University of Manitoba, (Vice President Research, Digvar Jayas, convenes and chairs this committee). 2018, 2019, no apps in 2020, 2021.
- Member, Education Nursing Research Ethics Board (ENREB)**, 2006-2008, 2010-2012, 2014-2018 (eight years).
Reviewer, EDCRCC (In-Faculty Ethical Reviews). 2005, 2006, 2007, 2009, 2014, 2018.
- Senator**, Faculty of Education, Jan-June 2008 + June 2008-2011, June 2011-2014 (7 years).
- Senate Committee on Nominations**, Representative for Education and Physical Education, June 2008-May 2009 (one year leave replacement), and June 2009-May, 2018 (10 years).
- Chair, Ph.D Oral Defense**
Chair, Final PhD oral, 2021, January, University of Manitoba, Linguistics, Viktoria Bokova (R. Hagiwara, advisor)
Chair, Final PhD oral, 2020, July, University of Manitoba, Psychology, Sarah Germain.
Chair, Final Ph.D oral defense, December 4, 2017, Lorena Fontaine (P. Kulchisky advisor)
Chair, Final PhD oral defense, 2016, University of Manitoba, Mauro Center for Peace and Justice
Chair, June 25, 2019. Ph.D. proposal defense: Koe Yoshino.
Chair, March 26, 2015. Ph.D. proposal defense: Alysha Sloane
Chair, January 28, 2015. Ph.D proposal defense: Cindy Skyhlar
Chair, Final PhD oral, 2012, University of Manitoba, Department of Psychology.
- Member, **Faculty Council of Graduate Studies**, 2008-2011 (7 years).
Invited consultant (for Faculty of Education), Research Retreat arranged by V.P. Dr. Keselman's office. March 5, 2007. University of Manitoba Smart Park.
Member, Library Users' Committee, Faculty of Education representative, January, 2003-2015.

UMFA (University of Manitoba-wide service, as per the Collective Agreement)

- Member**, Diversity and Equity Committee, UMFA. 2015-present
Gender Solidarity Working Group, UMFA. March, 2019 – pres.
- Member**, Nomination Process Committee, UMFA. September 2019-pres.
- UMFA representative** (elected), UM Faculty Association Board of Representatives, Curriculum, Teaching and Learning, 2002-2011, 2014-2020 (6 terms, 15 years)
- UMFA strike action committee**, UMFA Board of Representatives, August – November 2016.
- Senate Assessor and Senate Executive Assessor**, UMFA, October, 2005-October 2006.
- Member, **UMFA Collective bargaining committee**, September, 2004 - 2010.
- Member, **Executive Committee**, University of Manitoba Faculty Association, 2004-2010.
- Chair**, Status of Women's Committee, University of Manitoba Faculty Association, 2004-2010.
- Member, Status of Women Committee, University of Manitoba Faculty Association, January 2003-2010.

For many years, I was the CTL representative to the Faculty Association, which is a union at the University of Manitoba. Beginning in 2004, I became the Chair of the Status of Women's Committee, UMFA's precursor to the Diversity and Equity Committee, and I also became part of both the Executive Committee and the Collective Bargaining Committee, informing those committees about issues of gender equity (as well as equity more generally). I resigned from these positions and from the Board of Representatives in 2010 in order to become a caregiver to my mother who was dying. She died in June 2011, and I shifted to caring for my colleague and best friend who died in March 2014. In 2014, I agreed to be re-appointed to the Board of Representatives, and then to the Diversity and Equity Committee, the Gender Solidarity Working Group, and to the Nominations Process Committee. I completed two further terms on the BoRs, but remain on the committees. I am slowly withdrawing from these commitments for a number of reasons, most specifically a change in focus for the union from equity and teaching/learning conditions to salaries. I have been proud to advocate for matters of social justice, academic freedom, student experience and equity over the years, but it is time for me to step aside to let newer colleagues take leadership in the new climate of restructuring and salary demands. I am proud of the work that we did on negotiating sex and salary increases for women, and in advocacy for all genders, racialized minorities, and our colleagues with disabilities.

Faculty of Education

Faculty Reports Authored:

- Kouritzin, S. & Neumann, C. (2017, February 27, March 2). *Draft statements on developing teaching guidelines*. Submitted to Dean's office, Faculty of Education. Based on 2 public meetings, multiple private interviews, and faculty-level roundtable which we organized.
- Kouritzin, S. (2015, December 22). With Joanna Black, Robert Mizzi, Orest Cap, Karen Smith. *Report on Faculty of Education Workload, University of Manitoba*. Report submitted to Dean of Education and Executive Committee. 45 single spaced pages. Extensive literature review, environmental scan and series of recommendations compiled over 15 months of monthly meetings and consultations.
- Kouritzin, S. (2016). With Robert Mizzi and David Mandzuk. *Initial draft of Internationalization Strategy*. Report submitted December, 2016. Based on ongoing faculty consultation, consultation with graduate students, and a graduate student panel presentation that was organized by me.
- Graduate Student Orientation 2020. Invited by EdGSA to speak about advisor, student relationships and communication. Specifically asked me to focus on maintaining good communication during the pandemic.

Member, Faculty of Education Working Group on Equity, Diversity and Inclusion. May 2021 to present

Pandemic Presentations 2020:

During the pandemic, responding to needs I perceived in building community during Covid 19 for both faculty members and students and realizing that all of our conferences were being cancelled, I initiated and managed a series of presentations by faculty members (internal and external) and graduate students focused on research and professional development. I began on my own, but continued with my PhD student, Taylor Ellis. The panel continued into January 2021, when general increases in online presentations and conferences began, the ADGR began a similar initiative, and the

Graduate Student Symposium became imminent. Should there be a general shutdown again, we plan to start this again.

Dr. Dawn Sutherland, Head of CTL: Research presentation on Negotiating research relationships in collaborative Science Education research.

Ph.D candidate Gustavo Moura: Research presentation on SSHRC funded study on LGBTQ+ teachers

Dr. Wayne Serebrin: Non-violent communication and compassionate education

Dr. Beryl Peters, Director of SEO: Research presentation on successful Practicum experiences in the pandemic

Rebecca Balakrishnan: Professional Development presentation on Academic CVs with panel of Drs. Cameron Hausemann, Peng Liu, Merli Tamtik & Sandra Kouritzin on what hiring committees are looking for.

Dr. Megan Azad (CRC in Community Health) and Ph.D student Sarah Turner: Research presentation on Breastfeeding Education in schools.

Dr. Nadine Bartlett: Restraint and Seclusion in Manitoba schools

Dr. Clea Schmidt: Sexual Violence in the Academy

Dr. Robert Mizzi, Dr. Joanna Black and Dr. Virginia Tze: Academic Publishing Panel

CTL UMFA Representative for Implementation of CA provisions

Lead for development of recommendations for new faculty workload guidelines as per CA. Jan-April 2017. (see above: authored reports)

Chair, Ad Hoc Workload Committee, Faculty of Education 2006-2010, 2014-2017

As chair of these committees, I wrote the final reports that were submitted to Faculty Council making recommendations that resulted in recognition of graduate student advising, release time for external grants, and reduced teaching load from 18 CH to 14 CH, and also helped to author the Teaching Guidelines that were part of our negotiated settlement in the 2016 UMFA strike. (see above, authored reports)

Member, Executive Committee, 2000-2003, 2012, 2016-2019 (7 years)

At the UM Faculty of Education, this committee writes and revises the Tenure and Promotion documents, as well as determining what moves forward to Faculty Council.

SSHRC grant application vetting for doctoral studies, November 2014, 2015, 2016 (now moved into the Faculty of Graduate Studies).

Member, Tenure and Promotion Nucleus Committee, 2015-2017, 2019-2021

2020: 3x tenure; 3x promotion to Associate

2019: Promotion to full Committee for D. Mandzuk, Dean of the Faculty of Education.

2015: 3x tenure; 3x promotion to Associate; 2x promotion to full

2016: 3x tenure; 3x promotion to Associate; 1x promotion to full

Internal Tenure and Promotion Committees:

Member (elected), Promotion review committee for CTL, 2012.

Member (elected), Promotion review committee for CTL, 2008.

Member (elected), Tenure and Promotion review committee for CTL, 2003.

External Tenure and Promotion Committees:

2020 External reviewer for promotion file (full) for CUNY

2018 External reviewer for tenure and promotion file for UBC

2014 External reviewer for tenure and promotion file for UOIT.

2013 External reviewer for tenure and promotion file for Washington State University.

2012 External reviewer for tenure and promotion file for University of Saskatchewan

2011 External reviewer for tenure and promotion file for York University.

2009 External reviewer for tenure and promotion file for York University.

Member, Graduate Programs Committee, 2002, 2005-2008, August 2014-2020 (10 years)

Doctoral Studies Subcommittee Member, July, 2013-2020

With T. Ellis and T. Falkenberg, analysis of Grad student survey, 2019 (Dec 2019 analysis completed and report submitted)

The Doctoral Studies Committee serves as a collective department head for the Ph.D program in the Faculty of Education at the University of Manitoba. This committee reviews all Ph.D programs, manages the candidacy exam experience including approving the questions for candidacy exams and ensuring due process, approves untenured faculty members to serve as Ph.D student advisors, reviews all applications to our ad hoc and cohort programs, etc. Members of this committee frequently chair dissertation proposal defences. The Associate Dean chairs this decision-making body regarding Ph.D students, but the members make decisions.

Member, International committee of the Faculty of Education, Jan 2017-pres

Member, Internationalization Strategy working group. March 2015-2017

Author of the report from the Internationalization Strategy Working Group to Faculty Council. (see above reports)

Member, PBDE committee, 2013-2017.

Member, Strategic Planning Committee, Faculty of Education. 2010-2012.

Reviewer, Graduate Student Symposium proposals. 2009.

Member, committee to select Graduate Student Awards, Education, 2006.

Member (elected), Research Committee, Faculty of Education, July, 2003-2006 (committee disbanded by Faculty Council, January, 2006).

Kouritzin, S. (2002, 2003). Organized *Writing for Academic Audiences*, an in-house publication night for graduate students in the Faculty of Education and open to the university public. Presenters 2003 were K. Smith, P. Sadowy, R. Schulz, C. Evans, N. Piquemal, W. Serebrin, Z. Luttfiya, R. Magsino. Presenters 2002 were Z. Luttfiyya, R. Renaud, D. Jenkinson, J. Young, R. Mason, Y. Kanu, D. Hlynka.

Member, Senior Years Stream, Faculty of Education, University of Manitoba, beginning September, 2000 - present.

Building Beautification Committee (appointed), Faculty of Education, University of Manitoba, Feb. - Sept. 2000.

Member, Early Years Stream, Faculty of Education, University of Manitoba, Sept. 1999-Sept. 2000.

Interviews for admission to B. Ed. Programs, 2000, 2001, 2002, 2005.

Department of Curriculum, Teaching and Learning

CTL Visioning working group member. Beginning fall 2020. *Revising of CTL M.Ed programs and recommending graduate education vision.*

Area Group Leader (or co-leader), Second Language Education area group, 2007-2012, 2014, 2016-present. (11 years)

In CTL, the area group leader is responsible for many functions associated with the graduate program chair or the undergraduate program chair in other units. Responsible for: planning and coordinating cohort delivery models (PBDE & M.Ed) Proposals for new programs and initiatives (e.g., below), as well as all decision making about our 9 CH course concentration in teaching English as a second language in the K-12 school system, which has now replaced the 15 CH collaborative K-adult and foreign

language CTESL. We are currently engaged in planning a) an ongoing international cohort for our M.Ed program, a PBDE cohort for one or more major school divisions, an international program with Belize, and we are revising our M.Ed program.

Representing the area group on the CTL Visioning process that will lead to revision of the M.Ed in General CTL, in which we also offer an M.Ed specialization.

Reviewing applications for course teaching, and selecting appropriate instructors

Reviewing all applicants to the M.Ed program (approximately 75 per annum) and making selections, recommendations. Because we have a decentralized admissions

process, this includes writing M.Ed and Ph.D programs, following supplemental regulations and ensuring compliance. Only the Ph.D programs are overseen by the DSC.

Proposing, reviewing and approving course offerings each year, and establishing graduate course rotations for our programs.

SLE area group, co-author with Clea Schmidt. 2016. Written proposal to the Dean of Education for a shortened TEAL program to be offered only by the Faculty of Education. Now instituted.

SLE area group, co-author with Clea Schmidt. 2008. Written proposal to the Dean of Education on moving forward with the CTESL program as it stands with TESL Canada approval.

Proposals for International programs

Co-applicant, not principal applicant. Proposal for *Go Teacher* program (Ecuador). Successful bid but interrupted by the earthquake. As work goes, this was actually TWO proposals (see below). Contract.

*Please note that this initiative was started by Dr. Cranston, but the proposal was put together primarily by S. Kouritzin and C. Schmidt with Rita Courchaine doing all of the financials. We have also entirely planned a graduate program for Ecuador, at the request of the Dean of Education, but it turned out to be premature. Although the entire SLE area group was involved in discussions, the majority of the groundwork for this was done by Drs. Kouritzin & Schmidt. Over \$600,000.

University, Faculty, and University Search Committees

CTL Representative, Search committee in SLE (assistant professor), Faculty of Education, 2020.

CTL Representative, Search committee in Indigenous Education (Assistant professor), 2017.

CTL representative, Search committee in Aboriginal Education (Assistant Professor), 2008.

CTL representative, Search committee in TESL (Assistant Professor), 2007.

Outside representative, Search committee (Instructor II), Faculty of Extended Education, 2006.

CTL representative, TESL position search committee (Assistant Professor), 2002.

St. John's College

Member, Membership committee, St. John's College, 2012-2013.

Member, Libraries and Archives committee, St. John's College, 2007-2011.

Member, Scholarship Committee, St. John's College, 2007-2011.

Esquire Bedels, St. John's College, 2008.

Service to Professional communities outside University of Manitoba Scholarly Service

Consulting Editor

Consulting editor, *Alberta Journal of Educational Research* 2003-2018: New consulting editor 2018-2020. Re-appointed 2020 to newer smaller Advisory Board.
Review Board, (CAFE appointee) *Canadian Journal of Education*, 2019-present
Advisory Board (CAFE appointee), *Canadian Journal of Education*, 2018-2019
Review Board, *Language and literacy: A Canadian Educational E-journal*
Review Board, *TESL Canada Journal* 2006-2016

Occasional Reviewer

Journals:

Anthropology and Education Quarterly

Modern Language Review

TESOL Quarterly (spring 2018)

Canadian Modern Language Review

Canadian Journal of Applied Linguistics

TESL Canada Journal, 1999-2001. 2016- present.

Research in the Teaching of English, 1997-2000.

Educational Insights, 1994, 1996

Journal of Language, Identity, and Education

Journal of Multilingual and Multicultural Development (spring 2018)

Canadian Journal of Educational Administration and Policy

FQS

Other Scholarly review activities:

Reviewer for SSHRC proposals: 2002, 2005 (2), 2006, 2007, 2008, 2010, 2011, 2012, 2014, 2015, 2019 (2), 2020

Reviewer for Austrian Science Fund proposal: 2012

AAAL reviewer, Annually since 2003 for at least one SIG (normally review 15-20 submissions per SIG).

CSSE reviewer, Annually review at least one of: CACS, CAFE, CERN, CIESC.

TESOL Publications reviewer, 11 book manuscript reviews.

TESOL Publications committee member: wrote call for editors for new series.

TESL Canada conference annually 1999-2014 (conferences no longer held)

FQS reviewer 2-3 manuscripts annually

TESOL review conference proposals annually

AERA reviewer, August-September 2008, (lead panelist reviewer) 22 reviews.

Oxford University Press book manuscript reviewer

Lawrence Erlbaum Associates book manuscript reviewer (3x)

Executive and Chair positions

Advisory Board Member, Alberta Journal of Educational Research. 2015-2020. Revised board: 2020-pres.

Secretary and Treasurer, Canadian Association for Foundations in Education. June 2019-pres.

Advisory Board Member, Canadian Journal of Education. June 2018-pres.

Past President, TESL Canada, May 2014 to November 2014 (resigned for family reasons)

President, TESL Canada, elected at AGM, May 2013 (by-laws changed to allow third term)

President, TESL Canada, elected at AGM, May 2012

President, TESL Canada, elected at AGM, April 2011

Vice President, TESL Canada, elected at AGM, April 2010-April 2011.

As president of TESL Canada, I was chair of our working board (of Provincial and Territorial Reps) and chair of the executive committee (five members: I served as secretary for three years and vice president for one year before becoming President). As both VP and President, I also acted as associate Conference Convener with the local or provincial affiliate hosting the TESL Canada conference. There were three TESL Canada conferences during my time as VP and President: Halifax, Kamloops, and Regina. A registered not-for-profit professional association serving (at that time) over 5000 teachers nationally who were TESL Canada members and many more who were not members, TESL Canada had a full time Executive Director, a full-time office assistant, and two part time evaluators for our TESL teacher certification process, as well as a contract employee who handled Prior Learning and Assessment reviews (PLAR). I was responsible for the overall day to day operation of the organization, with our ED reporting directly to me. I was an ex-officio member of all committees; these were Teacher Certification and Standards, Research and Outreach, TESL Canada Journal committee, Settlement and CCLB, Communications and Networking, Nominations, Professional Development, Governance and Finance. I was responsible for maintaining good working relationships with different government ministries, NGOs, language schools, LINC providers, higher education institutions and settlement agencies, as well as collaborating all of with our provincial partners. I was responsible for conducting annual performance reviews for all office staff. In 2012, I led the office move from Vancouver to Calgary for financial (cost of maintaining a Vancouver office) and personnel (location of a number of staff) reasons. TESL Canada had an operational budget that included governmental funding for the journal and for some operations, member fees, teacher certification dues, and conference income. While income varied, our annual expenditures were approximately \$200,000 per year, and we transferred surplus monies to the TESL Canada Educational Foundation, an arm's length charity which handled scholarships, research grants and bursaries. In 2013, when our long term ED accepted a position that we could not match in terms of prestige or pay, I assumed responsibility for all organization operations (budgeting, payroll, email inquiries, networking, conference preparation, direct responsibility for staff) for a number of months until we were able to appoint an interim and then a new ED. Key to success in this role was developing and maintaining trust across the provinces, all of which have differing needs and demographics. Maintaining membership and relevance for the larger provinces who had the capacity to develop their own mechanisms for teacher certification and standards was essential, as was continuing to work with the CCLB to keep the Canadian Language Benchmarks updated and relevant.

Chair, Serial Publications Standing Committee, TESOL International, appointed for a three year term (March 2010-2014)

TESOL International is the international professional organization of applied linguists and English language teachers. There are over 15,000 members worldwide, but the organization also encompasses all national organizations worldwide, so the serial publications are read by hundreds of thousands of members. The Serial Publications chair is responsible for the committee attending to all of the administrative decisions regarding the flagship research journal in our field (TESOL Quarterly) and for the high impact teaching journal in our field (TESOL Journal), both of which are supported by the TESOL International Organization. The chair is responsible for the searches for editors, support to the editors, and chairing the committee which acts as the Advisory Board for

both journals. The committee also provides administrative support to the various newsletters and SIG journals that are published by TESOL International.

Chair, TESL Canada Educational Foundation. TESL Canada, October, 2006 - April, 2010.
The TESL Canada Foundation is the charitable arm of TESL Canada. The Foundation supports immigrant and refugee learners and research initiatives.

Secretary, TESL Canada, elected at convention, *TESL Canada conference*, October, 2006 – April 2010.

Conference Co-Chair (with Diana Turner), Learners Conference, TESL Canada annual conference, Winnipeg, Manitoba, October, 2006. (appointed, January, 2004)
In addition to serving on the conference committee for the TESL Canada Conference, I co-chaired the Learner's Conference. This conference was planned in Winnipeg so that we could bring in immigrant and refugee learners from all over Canada, all expenses paid, to participate in the four-day main conference. There were also two full days of sessions designed specifically for English language learners. We had breakout sessions, and co-authored a report for English language teachers and LINC providers that was presented to the TESL Canada executive and to conference attendees.

Chair, TESL Canada International Programs Committee.

Analyzing the TESL Canada national program and teacher certification standards with a view to adapting for use for internationally trained teachers, January, 2004-May 2004.

Member-at-large, TESL Manitoba Executive Committee, 2000 - 2007.

Coordinator, of the International Ruth Crymes Academies awards as a member of the TESOL International Awards Standing Committee 2002-2003.

Coordinator of the International Ruth Crymes Fellowship for graduate study and member of the TESOL International Awards Standing Committee 2000-2003. (*Note: I presented this award during the final plenary address at each TESOL convention.*)

International Committees

Member, Book Publications Standing Committee, TESOL International appointed for a four year term (2005-2009). This is the book publishing arm of TESOL International.

Reader and selections committee, *Canadian Association of Curriculum Studies Outstanding Dissertation Award*, CSSE, 2001, CSSE, 2002, CSSE 2003, CSSE 2005 (Chair, Dr. Ingrid Johnston, University of Alberta).

Curriculum review, (April 2003-March 2004). Kyushu Women's University, Kitakyushu, Japan.

Selections committee, *Research special interest group*, RIS, Heinle and Heinle Outstanding research article award, for TESOL, 2002.

Reviewer and selections committee, *Research Special Interest Group*, conference proposals and abstracts for TESOL convention, beginning April, 2001.

Selections Committee Member, *A. W. Markwardt Award*, Teachers of English to Speakers of Other Languages (TESOL), 1996-7/1997-8/1998-9.

Other committee work

2017, Feb. 17. EAL Stakeholder's Roundtable, Faculty representative. Ministry of Education, Province of Manitoba, chaired by Diana Turner, Jayesh Maniar.

2016-2017 EAL Advisory Committee, Ministry of Education, Province of Manitoba, chaired by Diana Turner and Jayesh Maniar.

2016 Newcomer's Education Coalition (NEC), non-member guest consultant

Member, *Professional Development Committee*, TESL Canada, beginning January, 2009.

Member, *TESL Canada Governance Committee*, TESL Canada, beginning September 2008.

Member, *CCLB Funding Advisory Committee*, TESL Canada, beginning September 2008.
Member, *Nominations Committee*, TESL Canada, beginning December, 2007.
Standing member, *Certification Standards Appeal Committee*, TESL Canada, 2006-2015.
Member, *TESL Canada Journal Advisory Committee*, March, 2006-present.
Member, *TESL Canada Conference Planning Committee*, January 2004 – October 2006.
Member, *CCIYC*, Canadian coalition on immigrant youth and children, an ad hoc advocacy group beginning 2005 and continuing until 2011.
Member, *TEAM Professional Development Committee*, 2002-2004.
Ph.D. Mentor, TESOL. Offering research mentorship and guidance to Ph.D. candidates during the annual TESOL convention. 2002-2004.
Development committee member, *Teacher as Researcher award for TESOL Standing Committee on Awards* for first time presentation in 2003.

Non academic service positions

2012 Convenor, Opening and closing ceremonies, 16U Water polo Nationals
Board Member, *Bushido Water Polo Club*, September 2009-present
2011 Convenor, Opening and closing ceremonies, Open Women's Water polo Nationals
Board Member (interim), *Manitoba Water Polo Association*, Water Polo Canada, January-June, 2009.
2010-present, Cadet Girls Rep. Bushido Water polo, Winnipeg, Manitoba.
2009-2010 Officials Chair, Manta Swim Club, Winnipeg, Manitoba.
2009-2010 Bantam Girls Rep. Bushido Water polo, Winnipeg, Manitoba
2009-pres. Minor Official (clinic completed Feb. 2009), Timekeeper and Scorekeeper, Manitoba Water Polo Association, Winnipeg, Manitoba.
2009-pres. Minor Official (clinics completed Feb. 2009), Stroke and Turn Judge/Head Lane Timer, Timer and Marshall. Manitoba Swim Officials Association, Winnipeg Manitoba.
Board Member, *Manta Swimming Club*, Winnipeg, Manitoba, 2009 – 2010.
Officials Chair, *Manta Swimming Club*, Winnipeg, Manitoba, 2009-present.
Board Member (interim), *Manitoba Water Polo Association*, Water Polo Canada. 2009.

Inservice presentations

Kouritzin, S., Nakagawa, H. & Nakagawa, S. (2017, Feb 23). Full day inservice for I love to read Month. Wingham Hutterite Colony, Elm Creek, Manitoba
Kouritzin, S. (2014-pres.). 2-hour inservice for University of Winnipeg, Multicultural Education class on TEAL, each semester.
Kouritzin, S. & Nakagawa, S. (July 13 - 15th, 2004). Series of inservice workshops (assisting with new MEXT curriculum) presented at Uegahara Elementary School, Nishinomiya, Japan.
Kouritzin, S. (June 3rd, 2004). Inservice delivered at Nishinomiya Municipal High School with International Program Development and Board of Education, Nishinomiya, Japan.
Kouritzin, S. (May 20th, 2004). Inservice delivered at Takagi Elementary School with International Program Development and Board of Education, Nishinomiya, Japan.
Kouritzin, S. (September 19, 2001) Workshop inservice for Fort Garry School Division on working with International students in content area classrooms.
Kouritzin, S. Inservice with ESL teachers in River East School Division, Winnipeg, MB, April 5, 2001 on comparing TESL policies and practices in BC and MB, particularly in light of differing instructional paradigms.

Kouritzin, Sandra. (1994). *The Impact of Learning English on Adolescent Behaviour*. Paper presented for the Canadian Red Cross Training Center, Vancouver, B.C.

Kouritzin, Sandra & Pringle, Wendy. (1993, March). *Second Language Learning and Cultural Adjustment*. Paper presented for the Canadian Red Cross Training Center, Vancouver, B.C.

Graduate Student Representative (elected), Headship Selection Committee, Department of Language Education, University of B. C., 1996

Graduate Student Representative (appointed), Internal Review Committee, Department of Language Education, University of B. C., 1995-6

Graduate Student Representative (elected), Awards Committee, Department of Language Education, University of B. C., 1995-6

Graduate Student Representative (appointed), Social Committee, Department of Language Education, University of B. C., 1994-5

Member, English Literature and Language Curriculum Committee (elected), Department of English, Kyushu Women's University and Junior College, 1988-1992

Member, Student Selection Committee (appointed), Department of English, Kyushu Women's University and Junior College, 1988-1992

Ex-officio member and Recruiting, Appointments Committee (invited), Department of English, Kyushu Women's University and Junior College, 1990-1992

Other Administrative Duties:

University of Manitoba

"Community Project" volunteer for Continuing Education students in the English as a second language program 1999-2005.

Assisted Continuing Education with a health crisis involving one of the Japanese exchange students in the Language program, 2002.

Prior to employment at University of Manitoba

Recording Secretary (elected), Teaching Assistant's Union, University of B. C., 1986-7

Graduate Student Representative (elected), Teaching Assistant's Union, Department of English, University of B. C., 1986-7

Peer Mentor (appointed), Department of Language Education, University of B. C. 1996-7

Peer Awards Advising (appointed), Department of Language Education, University of B. C. 1995-1997

Co-ordinator of volunteer program (appointed), Ritsumeikan Academic Exchange Program, Department of Language Education, University of B. C., 1993-5

Chair of editorial board, *Research Bulletin* (appointed), UBC-Ritsumeikan Academic Exchange Program, Department of Language Education, University of B. C. 1993-4.

Head Judge (appointed), Fukuhara Gakuen Open Speech Contest, Fukuhara Gakuen University Consortium, 1992

Speech Contest Coach (appointed), Department of English, Kyushu Women's University, 1988-1992

Director/Drama Coach (invited), Department of English, Kyushu Women's University High School Teachers Association, 1990