

Thomas L. Salsbury, Ph.D.
Associate Professor
Cleveland 330
Department of Teaching and Learning
College of Education
Washington State University
Pullman, WA 99164-2132
(509) 335-8853
<tsalsbury@wsu.edu>

EDUCATION

2000 - Ph.D. in Applied Linguistics, Indiana University, Bloomington. *The Acquisitional Grammaticalization of Unreal Conditionals and Modality in L2 English: A Longitudinal Perspective*. Advisor: Prof. Kathleen Bardovi-Harlig.

1994 - M.A. TESOL/Applied Linguistics, Indiana University, Bloomington.

1988 - B.A. English Literature, University of Wisconsin, Madison.

ACADEMIC APPOINTMENTS

2011-present, *Associate Professor*, Department of Teaching and Learning, College of Education, Washington State University, Pullman.

2005-2011, *Assistant Professor*, Department of Teaching and Learning, College of Education, Washington State University, Pullman.

2002-2005, *Director*, Department of Foreign Languages and Philology, Tec de Monterrey, Mexico City Campus (ITESM).

2000-2005, *English Professor*, Department of Foreign Languages and Philology, Tec de Monterrey, Mexico City Campus (ITESM).

1996-2000, *Research Assistant* to Dr. Kathleen Bardovi-Harlig, Department of Applied Linguistics, Indiana University, Bloomington.

1992-2000, *Associate Instructor*, Center for English Language Training (CELT), Indiana University, Bloomington.

PUBLICATIONS

Refereed Journals

- Crossley, S. A., Salsbury, T., & McNamara, D. S. (in press). Predicting the proficiency level of language learners using lexical indices. *Language Testing*. DOI: 10.1177/0265532211419331
- Crossley, S. A., Salsbury, T., McNamara, D. S., & Jarvis, S. (2011). Predicting lexical proficiency in language learners using computational indices. *Language Testing*, 28(4), 561-580.
- Salsbury, T., Crossley, S. A., & McNamara, D. S. (2011). Psycholinguistic word information in second language oral discourse. *Second Language Research*, 27(3), 343-360.
- Crossley, S. A., & Salsbury, T. (2011). The development of lexical bundle accuracy and production in English second language speakers. *International Review of Applied Linguistics in Language Teaching*, 49(1), 1-26.
- Crossley, S. A., Salsbury, T., McNamara, D. S., & Jarvis, S. (2011). What is lexical proficiency? Some answers from computational models of speech data. *TESOL Quarterly*, 45(1), 182-193.
- Crossley, S. A., Salsbury, T., McNamara, D. S. (2010). The role of lexical cohesive devices in triggering negotiations for meaning. *Issues in Applied Linguistics*, 18(1), 55-80.
- Crossley, S. A., Salsbury, T., & McNamara, D. S. (2010). The development of polysemy and frequency use in English second language speakers. *Language Learning*, 60(3), 1-33.
- Crossley, S. A., Salsbury, T. (2010). Using lexical indices to predict produced and not produced words in second language learners. *The Mental Lexicon*, 5(1), 115-147.
- Crossley, S. A., Salsbury, T., & McNamara, D. S. (2010). The development of semantic relations in second language speakers: A case for Latent Semantic Analysis. *VIGO International Journal of Applied Linguistics (VIAL)*, 7, 55-74.
- Egbert, J. L., & Salsbury, T. (2009). "Out of complacency and into action": An exploration of professional development experiences in school/home literacy engagement. *Teaching Education Journal*, 20(4), 375-393.
- Crossley, S. A., Salsbury, T., & McNamara, D. S. (2009). Measuring L2 lexical growth using hypernymic relationships. *Language Learning*, 59(2), 307-334.

Camps, D., & Salsbury, T. (2008). Faculty perceptions of EFL student writing: A pilot study report. *ESP World*, 7(2-18). [retrieved from http://www.esp-world.info/Articles_18/Camps-Salsbury.htm].

Salsbury, T., & Crummer, C. (2008). Using teacher-developed corpora in the CBI classroom. *English Teaching Forum*, 46(2), 28-37.

Salsbury, T. (2005). Scaffolding reading activities in a content-based course for students of engineering, architecture and design. *ESP World*, 4(2-10) [retrieved from http://esp-world.info/Articles_10/Content-based%20Engineering.htm]

Salsbury, T., & Heskin, L. (2003). Faculty and student perceptions of Spanish-English bilingualism at a private Mexican University. *MEXTESOL Journal*, 26, 23-36.

Book Chapters

Salsbury, T. (2011). Teaching English through content areas. In H. Widodo and A. Cirocki (Eds.) *Innovation and creativity in ELT methodology* (pp. 173-184). New York: Nova Science Publishers [invited]

Bardovi-Harlig, K. & Salsbury, T. (2004). The organization of turns in the disagreements of L2 learners: A longitudinal perspective. In D. Boxer and A. Cohen (Eds.) *Studying speaking to inform second language learning* (pp. 199-227). Buffalo, NY: Multilingual Matters. [Invited]

Salsbury, T. (2003). The pragmatics action maze: A computer-based pragmatics lesson for ESL learners. In K. Bardovi-Harlig & R. Mahon-Taylor (Eds.) *Teaching Pragmatics*. Washington DC: Office of English Language Programs, U.S. Department of State. [Invited]

Salsbury, T., & Bardovi-Harlig, K. (2001). "I know your mean, but I don't think so" Disagreements in L2 English. In L. Bouton (Ed.) *Pragmatics and language learning* (Vol. 10) (pp. 131-151). Urbana-Champaign: University of Illinois, Division of English as an International Language. [Refereed]

Salsbury, T., & Bardovi-Harlig, K. (2000). Oppositional talk and the acquisition of modality in L2 English. In B. Swierzbin, F. Morris, M. E. Anderson, C. A. Klee, & E. Tarone (Eds.) *Social and cognitive factors in second language acquisition* (pp. 57-76). Somerville, MA: Cascadilla Press. [Refereed]

Conference Proceedings

Crossley, S. A., Boggess, G., & Salsbury, T. (2009) Exploring lexical network development in second language learners. *Proceedings of the 22nd International Florida Artificial Intelligence Research Society*.

Crossley, S. A., Salsbury, T., McCarthy, P., & McNamara, D. S. (2008). LSA as a measure of coherence in second language natural discourse. *Proceedings from the 30th International CogSci Annual Meeting of the Cognitive Science Society*, Washington, DC.

Crossley, S. A., Salsbury, T. McCarthy, P. & McNamara, D. S. (2008). Using Latent Semantic Analysis to explore second language lexical development. In D. Wilson & G. Sutcliffe (Eds.), *Proceedings of the 21st International Florida Artificial Intelligence Research Society* (pp. 136-141). Menlo Park, California: AAAI Press.

Book Reviews

Gruenewald, D. A., & Salsbury, T. L. (2006, September 30). [Review of *Reclaiming the local in language policy and practice*]. *Journal of Research in Rural Education*, 21(11). Retrieved [date] from <http://www.umaine.edu/jrre/21-11.pdf>.

Regional Publications

Barnes, J., Bumpus, A., Church, M., Cowgill, J., Egbert, J., Riley, M., Salsbury, T., Shinew, D. (2011, Spring). Situating partnership learning: Two-way professional development. *Curriculum in Context*, 37(1), 9-12.

Crummer, C., & Salsbury, T. (2006, November). Corpus analysis as a basis for the creation of content-based advanced English courses. *Académicos*, 1(2), 12-16.

Salsbury, T. (2002). Self organization in a language learning classroom: What is revealed about language learning and teamwork. *SystemMexico*, 3, 93-104.

Salsbury, T. (2001). Modality and conditionality in second language acquisition: A research method. *SystemMexico*, 2, 47-71.

Under Review

Crossley, S. A., Salsbury, T., McNamara, D. S., & Titak, A. (under review). Frequency effects and second language lexical acquisition: Word types, word tokens, and word production. *Modern Language Journal* [submitted August, 2011].

Crossley, S. A., Subtirelu, N., Salsbury, T., (under review). Frequency effects or context effects in second language word learning: What predicts early lexical production? *Studies in Second Language Acquisition (SSLA)* [submitted March, 2012].

Bell, N., Skalicky, S., & Salsbury, T. (under review). Developing pragmatic competence in L2 language play: A longitudinal case study. *Language Learning* [submitted April, 2012].

In Progress

Salsbury, T., & Olson, J. C. (in progress). The development of mathematical meanings and language with elementary English language learners.

GRANTS AND AWARDS

Outstanding article of the year (2010) awarded by the Board members of *Language Learning*. The development of polysemy and frequency use in English second language speakers *Language Learning*, 60, 3, 573-605.

Jackson, H., Mills, P., & Salsbury, T. (2010). Early Support Initiative on Mind, Brain, and Health Education. Ellison Foundation, \$10,000.

Faculty Excellence Award Nomination (2010), College of Education, Washington State University.

Egbert, J., Shinew, D., & Salsbury, T. (2010). Faculty Funding award, College of Education, Washington State University, \$7,000.

Egbert, J., Kelley, J., Mainella, P., Roe, M., & Salsbury, T., (2009). Seed Grant. Language and Literacy Education Collaborative. College of Education: Ellisons Award. \$4,500.

Olson, J. C., & Salsbury, T. (2007-2008). *Development of Mathematical Meanings and Language with Elementary English Language Learners*. New Faculty Seed Grant Program, Washington State University. \$12,765.

Salsbury, T. (summer, 2006). Faculty Funding award, College of Education, Washington State University, \$3,000.

Egbert, J., Salsbury, T., & Petrie, G. (2005-2006), *Parents and Teachers Negotiating Reading Strategies: The Partners Project*, Higher Education Coordinating Board (HECB), \$90,000.

Director, *El Centro de Lenguas (The Language Center)* (2002-2005). Self-supporting language center (instruction in up to 10 modern languages) for 1,500 students per semester, Tec de Monterrey, Mexico City Campus. Annual departmental income of \$6,000,000 Mexican pesos (\$600,000 US dollars).

Salsbury, T., Ayala, R., & Camps, D. (2001-2002), *The Pragmatics Action Maze*, Fondo de Investigación, Tec de Monterrey, Mexico City Campus, \$78,676 pesos (\$7,500 US dollars).

Associate Instructor/Research Assistant (1993-2000), tuition and stipend for graduate work in Applied Linguistics, Indiana University, Bloomington, annual income \$25-30,000.

PRESENTATIONS

Refereed (National/International)

Bettis, P., Salsbury, T., Levi, M., Sattler, C., Elturki, E., Hussein, I. (2012). *Pedagogy of the Absurd: A CDA of the WA TPA (A Critical Discourse Analysis of the Washington Teacher Performance Assessment)*. Paper presented at the Globalization, Education and Diversity Conference, Vancouver, WA.

Skalicky, S., Bell, N., & Salsbury, T. (2012). The pragmatics of L2 language play: A longitudinal study. Paper presented at the American Association for Applied Linguistics (AAAL), Boston, MA.

Salsbury, T., & Crossley, S. A. (2011). *Path breaking collocates in developing elementary mathematics language and thinking*. Paper presented at the American Association for Applied Linguistics (AAAL), Chicago, IL.

Crossley, S. A., & Salsbury, T. (2011). *Validating lexical measures using human scores of lexical proficiency: Analytic scales, holistic scores, and computational indices*. In S. Jarvis and M. Daller (colloquium organizers) The validity of vocabulary measures. Paper presented at the American Association for Applied Linguistics (AAAL), Chicago, IL.

Salsbury, T., Crossley, S. A., & McNamara, D. S. (2010). *Measuring the spoken lexical proficiency of L2 learners using computational indices*. Paper presented at the American Association for Applied Linguistics (AAAL), Atlanta, GA.

Crossley, S. A., Salsbury, T., & McNamara, D. S. (2010). *Measuring language proficiency using breadth and depth of knowledge lexical indices*. Paper presented at the American Association for Applied Linguistics (AAAL), Atlanta, GA.

Salsbury, T., Olson, J., Crossley, S. A., Braun, K., & Colasanti, M. (2009). *Lexical development in the discourse of mathematics among English language learners*. Paper presented at the American Association for Applied Linguistics (AAAL), Denver, CO.

Crossley, S. A., Boggess, G., & Salsbury, T. (2009) *Exploring lexical network development in second language learners*. Paper presented at the 22nd

- International Florida Artificial Intelligence Research Society (FLAIRS), Sanibel Island, Florida.
- Crossley, S. A., Salsbury, T., McCarthy, P., & McNamara, D. S. (2008). *LSA as a measure of coherence in second language natural discourse*. Poster presented at the 30th International CogSci Annual Meeting of the Cognitive Science Society, Washington, DC.
- Crossley, S. A., Salsbury, T., & McNamara, D. S. (2008). *Using latent semantic analysis to explore second language lexical development*. Paper presented at the 21st International Florida Artificial Intelligence Research Society (FLAIRS), Coconut Grove, Florida.
- Salsbury, T., Crossley, S. C., & McNamara, D. S. (2008). *Psycholinguistic word information in second language oral discourse*. Paper presented at the American Association for Applied Linguistics (AAAL), Washington, DC.
- Crossley, S. C., Salsbury, T., & McNamara, D. S. (2008). *Using latent semantic analysis to investigate the growth of L2 lexical networks*. Paper presented at the American Association for Applied Linguistics (AAAL), Washington, DC.
- Egbert, J., & Salsbury, T. (2007). *TIPS for working with ESL parents*. Paper presented at the TESOL International Convention, Seattle, WA.
- Salsbury, T. (2006). *Exploring vocabulary acquisition in spoken interlanguage discourse*. Paper presented at the Second Language Research Forum (SLRF), University of Washington, Seattle, WA.
- Salsbury, T., & Crummer, C. (2005, March/April). *A content-based EFL course for engineers*. Paper presented at the TESOL International Convention, San Antonio, Texas.
- Salsbury, T., & Wiersema, N. (2004, September). *A practical approach towards collaborative work*. Paper presented at the Asociación Nacional Universitaria de Profesores de Inglés (ANUPI), Puebla, Mexico.
- Camps, D., & Salsbury, T. (2004, May). *Faculty perceptions of EFL student writing*. Paper presented at the IX Foro de Lingüística Aplicada, Universidad de las Américas, Puebla, Mexico.
- Camps, D., & Salsbury, T. (2003, October). *Faculty perceptions of EFL student writing*. Paper presented at the MEXTESOL National Convention, Oaxtepec, Mexico.
- Paulin, L., & Salsbury, T. (2003, March). *Facilitating the transition to a new director*. Paper presented at the TESOL International Convention, Baltimore, MD.

- Salsbury, T., Ayala, R., & Camps, D. (2002, May). *Teaching Pragmatics with a Computerized Action Maze*. Paper presented at the VII Foro de Lingüística Aplicada, Universidad de las Americas, Puebla, Mexico.
- Bardovi-Harlig, K., & Salsbury, T. (2002, April). *The interlanguage of interlanguage pragmatics: The case of future modals*. Paper presented at the AAAL Annual Conference, Salt Lake City, Utah.
- Salsbury, T. (2001, October). *Bilingualism and bilingual education in Mexico: A case study of the bilingual situation at the Tecnológico de Monterrey in Mexico City*. Paper presented at the MEXTESOL National Convention, Puebla, Mexico.
- Salsbury, T. (2001, March). *Instructional influences on modal and conditional acquisition*. Paper presented at the TESOL International Convention, St. Louis, MO.
- Salsbury, T. (2000, September). *The Acquisitional grammaticalization of unreal conditionals in L2 English*. Paper presented at SLRF 2000, Madison, Wisconsin.
- Salsbury, T. (2000, October). *Instructional influences on modal and conditional acquisition*. Paper presented at the MEXTESOL National Convention, Aguascalientes, Mexico.
- Salsbury, T., Howard, M., & Muench, C. (2000, March). *Issues for in-house test development*. Paper to be presented at TESOL 2000, Vancouver, Canada.
- Salsbury, T., Garton, M., Greer, S., Howard, M., & Muench, C. (1999, November). *Issues for in-house test development*. Paper presented at NAFSA, Louisville, KY.
- Salsbury, T., & Bardovi-Harlig, K. (1999, September). *Disagreements and expressions of modality in L2 English*. Paper presented at SLRF 99, Minneapolis, MN.
- Salsbury, T. (1999, September). *The grammaticalization of unreal conditionals in L2 English: A longitudinal perspective*. Poster presentation at SLRF 99, Minneapolis, MN.
- Salsbury, T., & Bardovi-Harlig, K. (1999, April). *"I know your mean but I don't think so": Disagreements in L2 English*. Paper presented at the Thirteenth Annual International Conference on Pragmatics and Language Learning, Urbana-Champaign, IL.
- Salsbury, T. (1999, March). *Using ToolBook*. Workshop presentation at the TESOL International Convention, New York, NY.

Refereed (State, Regional and Local)

- Bell, N., Skalicky, S., & Salsbury, T. (October, 2011). *Pedagogy, proficiency, play: A developmental perspective*. Paper presented at Tri-TESOL 2011, Des Moines, WA.
- Roe, M., Cowgill, J., Haymond, M., Harding, H., Kelley, J., Lee, L., Mainella, P., Riebold, K., Salsbury, T., & Sullivan, M. (2010). Collaboration: Its creation and benefits for professional development and classroom instruction. Paper presented at the Northwest Association of Teacher Educators (NWATE), Central Washington University, Ellensburg, WA.
- Salsbury, T., & Olson, J. C. (2008). *Development of mathematical meanings and language with elementary English language learners*. Poster presented at the Washington State University Showcase.
- Egbert, J., & Salsbury, T. (2007). *TIPS for working with ESL parents*. Paper presented at the Spokane Regional ESL Conference.
- Salsbury, T. (2006, October). *Scaffolding reading in a content-based English course*. Conference for teachers of the Nishinomiya, Japan and College of Education at Washington State University collaboration.
- Egbert, J., & Salsbury, T. (2006). *Connecting with ESL parents through interactive homework*. Paper presented at the Washington Association for the Education of Speakers of Other Languages (WAESOL), Highline Community College, Des Moines, WA.
- Salsbury, T., Ayala, R., & Camps, D. (2003, January). *Teaching Pragmatics with a Computerized Action Maze*. Paper presented at the XXXIII Congreso de Investigación y Extensión del Sistema Tecnológico de Monterrey.
- Salsbury, T. (2001, March). *Instructional influences on modal acquisition*. Paper presented at the Universidad de las Americas, Puebla colloquium series, Puebla, Mexico.
- Salsbury, T., Garton, M., Greer, S., Howard, M., & Muench, C. (1999, October). *Issues for in-house test development*. Paper presented at INTESOL 99, Indianapolis, IN.
- Salsbury, T. (1996, October). *Pragmatics maze*. Paper presented at INTESOL 96, Indianapolis, IN.
- Salsbury, T., Reynolds, D., Bardovi-Harlig, K., Hartford, B., & Mahon-Taylor, B. (1994, October). *Adapting ESL materials to teach pragmatics in an ESL classroom*. Workshop presentation at INTESOL 94, Indianapolis, IN.

Other Invited Presentations and Panels

Panelist, Inland Northwest (INW) Research Symposium (March 2, 2012). *Impact of poverty on childhood language development*. WSU Spokane Riverside Campus.

Panelist, *Race to the Top* film discussion, Seattle, WA (October, 2011). Sponsored by the College of Education Foundation.

Intensive American Language Center (IALC) (2008). *EAP, SLA, LFP, LAD, LSA and other acronyms: Building bridges between disciplines within ELT*. Washington State University.

EdRes 566 Research Seminar (2007). *Analyzing corpora of student-produced texts*. Washington State University.

CREAM Grant Speaker (2006). Washington State University

Colloquium Series Speaker (2001). Universidad de las Americas, Puebla (UDLAP).

TEACHING

Washington State University

Doctoral-level courses: **T&L 550** (Language & Literacy) Second Language Learning and Literacy, **T&L 555** (Language & Literacy) Seminar in Literacy: Theoretical Frameworks

Master's-level and endorsement courses: **T&L 509** (ELL Endorsement) Curriculum and Assessment, **T&L 504** (ELL Endorsement) Linguistics for Teachers, **T&L 505** (MIT) English as a Second Language Methods for General Educators (K-8), **T&L 549** (ELL Endorsement) Communicating in a Multilingual Society, **T&L 414/514** (ELL Endorsement) Methods and Materials for Bilingual/ELL Education, **T&L 401** (ELL Endorsement) Practicum in ELL/Bilingual Education, **T&L 410/510** (Foundations for ELL education)

Undergraduate and certification courses: **T&L 413** (Elementary Education) Introduction to English as a Second Language for K-8 Teachers, **T&L 470** (Secondary Education) Introduction to English as a Second Language for 9-12 Teachers, **T&L 333** (pre-program) Introduction to English as a Second Language

Tec de Monterrey, Mexico City Campus (ITESM)

Sello A Advanced English (General and Content-Based for Engineering Students)

Indiana University, Bloomington

Intensive English (non-credit bearing) in all language skill areas and special topics

L100 English for International Students

SERVICE

Washington State University, Department of Teaching and Learning

Graduate Studies Program Coordinators Committee (2010-present)

- Department level coordination with other program coordinators

Language & Literacy Education Collaborative (LLEC) (2008-2009)

- Guide teacher research

Language and Literacy PhD Program Committee (2007-present)

- Design new PhD course(s)
- Coordinate with other Language and Literacy Program faculty

ELL Program Committee (2005-present)

- Update existing endorsement courses
- Coordinate with other ELL Program faculty
- Align state ELL standards to existing endorsement courses

Secondary Education Committee (2007-present)

- Align standards to the ELL courses

Coordinator of the ELL Endorsement (2005-2006; 2010-present)

- Coordinate TAs of ELL service and endorsement courses
- Update existing ELL courses
- Schedule all ELL courses
- Promote ELL endorsement across the state of Washington

Elementary Education Committee (2005-present)

- Interview prospective students
- Review application essays of prospective students
- Organize Block 3 poster session
- Coordinate with other Block 3 faculty and TAs
- Align state K-8 standards to existing ELL courses

Graduate Studies Committee (2006-2007)

- Review applications to Master's and PhD programs

Washington State University, College of Education

Search Committee, Tenure-Track Literacy position (2011-2012)

College Undergraduate Retention and Student Success (CURSS) (2011)

Grant Proposal Review Committee (2010)

Search Committee, Clinical/Tenure-Track ELL position (2007-2008)

Climate Committee, Co-Chair (2006-2007)

Search Committee, Director of Communications (2006)

Summer Fellows Program Mentor, Kimberly Helmer (University of Arizona, Tucson) (2006)

Scholarship Committee (2005-2006)

Representative, Missions to D.C. (fall 2005)

Washington State University, University-Level Service

Palouse Project Summer Institute (2011). Professional development workshop

Provost's Leadership Development Academy (2012). Professional development workshop

Washington State University, Student Clubs and Activities

Read for Life (2011-2012). Faculty advisor for a student organization dedicated to tutoring elementary children in reading

National and Regional Service

Reviewer:

- *Language Awareness* (2011)
- *Journal of Applied Linguistics* (2010)
- *International Journal of Applied Linguistics* (2010-2011)
- *The Journal of Educational Research* (2008-2011)
- *Language Learning* (2004, 2009, 2010)
- Special Issue on Acquisitional Pragmatics, *Intercultural Pragmatics* (2007)
- *Pragmatics and Language Learning* (2005)
- *Language and Education* (2005)
- *Applied Linguistics* (2002, 2010)
- *Applied Psycholinguistics* (2000)

Conference reviewer:

- *American Association for Applied Linguistics (AAAL)* conference (2006, 2008 – 2010)
- Applied Natural Language Track, Language Processing, *Florida Artificial Intelligence Research Society (FLAIRS)* 2008 conference (2008)
- Elementary Education Interest Section, *TESOL* conference (2007, 2008)

Textbook reviewer:

- Sage Publications (2008)
- Lawrence Erlbaum and Associates (2004)

Test Developer, Washington Educator Skills Tests-Endorsements—ELL Exam (2007, 2008)

Conference Organizer, INTESOL (1996)

Tec de Monterrey, Mexico City Campus, Department of Foreign Languages and Philology

TOEIC Supervisor (2003-2005)

Facilitator in orientation courses in the Educational Model of the Tec de Monterrey System (ITESM) (2003-2005)

Coordinator for academic English courses for faculty (2003-2005)

Facilitator in Collaborative Learning Courses (2002-2005)

Indiana University, Bloomington, Center for English Language Training

Proficiency Test Developer (1997-1999)

Oral proficiency examiner for international graduate student applicants as associate instructors (1996-2000)

GED (General Educational Development) Reader for the State of Indiana (1996-2000)

Institutional TOEFL Supervisor (1992-2000)

Outreach

Race to Nowhere panel discussant (October, 2011)

Working with English Language Learners, WSU School and Community Collaboration Center, Yakima School District

Doctoral and Master's Degree Committees

Washington State University

Doctoral Major advisor:

In progress: David Martin, Eman Elturki, Ibtesam Hussein, Jamal Abdesalam Alarbai, Joan Johnston, Jouma Debbek, Reima Abobaker, Suda Shaman, Talal Amara, Wei Wei Huang, Rachida Labbas, Ahmed Omaar

2011: Su-Su Hung

Doctoral Committee member:

In progress: Debra Pastore, Hsiao-ju Yen, Hyun Gyung "Leeanne" Lee, Jia-Shian "Rafael" Su, Nadia Nsir, Omran Akashi, Rani Muthukrishnan, Tsun Ju "Emma" Lin, Michele Mason

2011: Connie Beecher, Joanne Sellen

2010: Cara Preuss, Jennifer Robinson

2009: Jennifer Cowgill, Levi McNeil

2008: Leslie Huff

2006: Ching Yi "Judy" Tseng

Masters Major advisor:

In progress: Abed El Hadi M. Basheer, Angela Bispo (Johnson), Angela Suave, Jebriil Ahmed Salem, Jing Wu, Megan Scales, Mohamed Elhess, Qi Zhi, Rosa Kang, Shannon Gleason, Yang "Wendy" Liu, Yu Wen Tu

2011: Joel Hingston, Lindsay Clairmont, Stefanie Byrne

2010: Beth Hammerburg

2009: Alison Kirpes, Andrew Larive

2008: Chia-Min Tsai, Jeremiah Campbell, Tyler Sorensen

2007: Alaina Olschewski, Kate Ibarra

Masters Committee member:

In progress: Amal Mohamed, Bing Liu, Erica Bourson Quiring, Hailey Sissom, Julie Regh, Kelly Wilson, Kimberly Hansen, Rachel Barouch Gilbert, Robyn Willow, Sara Ball

2011: Jacob McCaffrey, Kimberly Fischer-Daniels, Lisa Higgins, Suda Shaman, Tori Volker

2010: Angela Wittwer, Brenda Hope, Charles Snyder, Cong Cong "Penny" Wang, Crystal Culp, Emilie McLaughlin, Jennifer Snider, Kyle Keln, Megan Snyder, Tiffany Byrd, Yi-Chen Tsai

2009: Jaclynn Claudon, Lindsey Johnson, Sharlene Kauffman, Tsung-yao "Ryan" Huang, Uriel Escobedo

2008: Christy Putney, Heath Anyan, Hillory Brown, Keri McCarthy (Snyder), Klara Bowman, Kuei "Blany" Lee, Nathaniel Olson, Shelly Stine, Stephanie Day, Tsun Ju "Emma" Lin, William Reynolds

2007: Ana Maria Kodama, Anthony DeLuca, Jamie Uphus, Jennifer Edgren,
Jillian Finkbeiner, Joanne Harrison, Lacey Sealock, Patricia Opp, Sarah Karow

Undergraduate Honors Program

Major advisor: Amanda Muller (2009), Christine Foster (in progress)

Committee member: Cherise Morton (2009), Alexandra Evans (2010)

Tec de Monterrey (ITESM), Mexico City Campus

Doctoral

Committee member: Celia Ann Durboraw de Rosales (2002)

Masters

Committee member: Ernesto Bartolucci Blanco (2002)