Curriculum Vita

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Education

Ed.D.	1997	University of Nevada, Las Vegas	Literacy
M.Ed.	1993	University of Nevada, Las Vegas	ESL& Bilingual Education
B.A.	1987	East China Normal University	English and Education

Research Interests

- Literacy Teacher Education
- Literacy Development of and Literacy Instruction for English Language Learners
- Teacher Candidates' Development of Pedagogical Content Knowledge
- Technology in Teacher Education

Professional Experiences

2006-Present **Professor, Reading Education,** Department of Teacher Education, College of Education, California State University, Long Beach

2002-2006 **Associate Professor, Reading Education,** Department of Teacher Education, College of Education, California State University, Long Beach

1997-2002 **Assistant Professor, Language Literacy,** Division of Curriculum & Instruction
College of Education, Texas Tech University

1994-1997 **Teaching Assistant, Language Literacy**, Department of Curriculum & Instruction, College of Education, University of Nevada, Las Vegas

1991-1994 **Research Assistant**, Department of Curriculum & Instruction, College of Education, University of Nevada, Las Vegas

1987-1991 **English Instructor**, Foreign Language Training Center, East China Normal University, Shanghai, P.R. China

1988-1989 **Teacher Assistant (volunteer)**, East China Normal University Affiliated Elementary School, Shanghai, P. R. China

Instructionally-Related Activities

- **Course Coordinator for EDEL 452** *Teaching and Learning Reading, K-8* (2003—Present)

- **Coordinator for Reading and Literacy Added Authorization Program** (2015—Present)

- **Coordinator for Master's Reading/Language Arts Program** (2012—2015)

• **Courses Taught**

CSULB

Multiple Subject Credential Program (MSCP)

EDEL 452 Teaching and Learning Reading, K-8
EDEL 452C Biliteracy: Teaching English and Chinese, K-8
EDEL 453M Methodology for Mandarin and English Language Instruction in a Bilingual Setting

Urban Dual Credential Program (UDCP)

UDCP 410 Literacy Instruction in Inclusive Settings
UDCP 411 Advanced Literacy Instruction and Intervention
UDCP 420 K-8 Student Teaching, General Education

Master's Reading/Language Arts Program

EDRG 540 Advanced Studies in Literacy
EDRG 543 Integration of Technology in Reading/Language Arts
EDRG 551 Assessment and Instruction in Reading and Writing
EDRG 544 Foundations of Literacy Research
EDRG 558 Language Study for Reading Teachers
EDRG 559 Practicum in Teaching Reading and Language Arts
EDRG 651 Advanced Diagnosis and Intervention in Reading/Language Arts
EDRG 695 Seminar in Reading
EDRG 697 Independent Study

Educational Leadership Ed.D. Program

EDLD 730 Educational Research Epistemologies and Methodologies

Dankook University, South Korean (Summer 2011)

ISS 350 English Composition
ISS 332 Introduction to TESOL

TTU

Teacher Credential Program

EDLL 3351 Foundations of Reading Instruction (for undergraduate credential students)
EDLL 3352 Language Literacy Acquisition (for undergraduate credential students)
EDLL 5340 Foundations of Reading Instruction (for graduate credential students)

Master's Language and Literacy Program

EDLL 5345 Early Literacy
EDLL 5348 Applied Linguistics and the Teaching of Literacy
EDLL 5350 Developing a Language Arts Program in Elementary Schools

Master's and Doctoral Programs

EDLL 6341 Trends, Issues, and Problems in Literacy Learning and Teaching
EDCI 7000 Independent Study
EDCI 8000 Doctoral Dissertation

• **Master's Thesis Committees**
CSULB: member (Serena Sun, Yoshimi Ohashi, Maya Oliver, Alison Mitchell, Rebecca Dennis)
TTU: member (Walter Doue, Ingrid Graves, Michelle Baker)

• **Doctoral Dissertation Committees**
CSULB: Member (Jake Gordon, Wendy Chavez)
TTU: Co-chair (Amma Akrofi)
TTU: Member (Pam Halsey, Jeannine Hurst, Annette Mahan)

Publications

Xu, S. (in press). Forward. In Patricia R. Schmidt (Ed.). *Authentic voices: Culturally responsive teaching and learning*. Information Age Publishing.

Xu, S. (2020). A content analysis of PPTs: Exploring preservice teachers' TPACK development. In *Proceedings of SITE Interactive Online 2020 Conference* (pp. 602-607). Association for the Advancement of Computing in Education (AACE). Retrieved October 30, 2020 from https://www.learntechlib.org/primary/p/218221/.

Xu, S. (2018). Choice, quality, and role: Preservice teachers' perceptions and learning experiences in a hybrid and an online version of a reading methods course. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1014-1019). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 23, 2018 from https://www.learntechlib.org/primary/p/185096/.

Xu, S. H. (2018). The million dollar question: "How do I Teach Reading Effectively". *CSULB 2018 Fall ORSP Research Newsletter*.

Xu, S. H., & Schnablegger, J. (2018). Learning and practicing a humanizing pedagogy: One teacher's journey. In P. Schmidt, & Lazar, A. (Eds.), *Schools of promise for multilingual students: Transforming literacies, learning, and lives* (pp. 148-163). New York: Teachers College Press.

Reese, L., Richards-Tutor, C., Pavri, S., Hansuvadha, N., Xu, S. (2018). Teachers for inclusive, diverse, urban settings. *Issue in Teacher Education*, *27*(1), 17-27.

Xu, S. H. (2015). Beyond pedagogy in teacher education: Developing teacher candidates' linguistic knowledge. In P. Schmidt, & Lazar, A. (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism* (2nd ed., pp. 383-402). Information Age Publishing.

Xu, S. H. (2014). Learning to read and reading to learn through literacy memories: Exploring teacher candidates' culturally responsive teaching of reading. In C. Finkbeiner & Lazar, A. (Eds.), *Getting to know ourselves and others through the ABCs* (pp. 125-141). New York: Information Age Publisher.

Xu, S. H. (2014). Addressing linguistic differences in literacy instruction for Chinese-speaking English learners. *The California Reader*, *47*(3), 11-19.

Xu, S. H. (2013). Book review: Reading instruction for diverse classrooms: research-based, culturally responsive practice. *Educational Review*, *65*, 241-242

Xu, S. H. (2012). Strategies for differentiated instruction for English learners. In E. Ortlieb & E. Cheek (Eds.), *Utilizing informative assessments towards effective literacy practices: Literacy research, practice and evaluation* (Vol. 1, pp. 349-378). Bigley, UK: Emerald.

Xu, S. H. (2010). *Teaching English language learners: Literacy strategies & resources for K-6*. New York: Guilford.

Xu, S. H. (2008). Rethinking literacy learning and teaching: Intersections of adolescents' in-school and out-of-school literacy practices. In K. Hinchman & H. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 39-56). New York: Guilford.

Barone, D. M., & Xu, S. H. (2008). *Literacy instruction for English language learners: Pre-K-2*. New York: Guilford Press.

Xu, S. H. (2007) Critical Literacy Practices in Teaching and Learning. *New England Reading Association Journal*, *43*, 12-22.

Xu, S. H. (2006). The complexity and multiplicity of preservice teachers' exploring diversity issues. In P. R. Schmidt & C. Finkbeiner (Eds.), *The ABC's cultural understanding and communication: National and International Adaptations* (pp. 143-160). Greenwich, CT: Information Age Publishing.

Xu, S. H. (2006). Popular culture among Chinese youth: A commentary. In J. Xi, Y. Sun, J. J. Xiao (Eds.), *Chinese youth in transition* (pp. 193-198). Hampshire, England: Ashgate Publishing Limited.

Xu, S. H., Sawyer, R., & Zunich, L. (2005). *Trading cards to comic strips: Popular culture texts and literacy learning in grades K-8*. International Reading Association.

Barone, M. D., Mallette, H. M., & Xu, S. H. (2005). *Teaching early literacy: Development, assessment, and instruction*. New York: Guilford Press.

Xu, S. H. (2004). Teachers' reading of students' popular culture texts: The interplay of students' interests, teacher knowledge, and literacy curriculum. In C. M. Fairbanks, J. Worthy, B. Maloch, J. V. Hoffman, D. L. Schallert (Eds.), *53rd Yearbook of the National Reading Conference* (pp. 417-431). Oak Creek, WI: National Reading Conference.

Alvermann, D., & Xu. S. H. (2003). Children's everyday literacies: Intersections of popular culture and language arts instruction across the curriculum. *Language Arts, 81*, 145-154.

Xu, S. H. (2003). Literacy-related play with an integration of students' "funds of knowledge." *International Journal of Social Education*, *8*(1), 9-16.

Xu, S. H., & Rutledge, A. L. (2003). "Chickens start with Ch!": Kindergartners talk about print through environmental print. *Young Children*, *58*, 44-51.

Xu, S. H. (2003). The learner, the teacher, the text, and the context: Sociocultural approaches to early literacy instruction for English learners. In D. Barone & L. Morrow (Eds.), *Research-based practices in early literacy* (pp. 61-80). New York: Guilford Press.

Xu, S. H. (2002). Teachers learn to integrate literacy instruction diverse students' "funds of knowledge" with popular culture. In D. L. Schallert, C. M. Fairbanks, J. Worthy, B. Maloch, & J. V. Hoffman (Eds.), *51st Yearbook of the National Reading Conference* (pp. 407-419). Oak Creek, WI: National Reading Conference.

Xu, S. H. (2002). Teacher's full knowledge of students' popular culture and the integration of aspects of that culture into the literacy instruction. *Education, 122*, 721-730.

Xu, S. H. (2001). Exploring diversity issues in teacher education. *Reading Online, 5*(1), 1-17. Available: http://www.readingonline.org/newliteracies/lit_index.asp?HREF=action/xu/index.

Xu, S. H. (2001). The ABC's of cultural understanding and communication: Teacher assistants learn to respect, appreciate, and apply differences in literacy instruction. In P. R. Schmidt & A. W. Pailliotet (Eds.), *Exploring values across the curriculum with literature and mass media* (pp. 48-63). Newark, DE: International Reading Association.

Xu, S. H. (2001). Preservice teachers connect multicultural knowledge and perspectives with literacy instruction for minority students. In P. R. Schmidt & P. B. Mosenthal (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism* (pp. 323-340). Greenwich, CT: Information Age Publishing.

Xu, S. H. (2000). Preservice teachers in a literacy methods course consider issues of diversity. *Journal of Literacy Research, 32*, 505-531.

Xu, H**.** (2000). Preservice teachers integrate understandings of diversity into literacy instruction: An adaptation of the ABC's model. *Journal of Teacher Education, 51*, 135-142.

Xu, H. (1999). Reexamining continuities and discontinuities: Language minority children's literacy experiences at home and at school. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *National Reading Conference Yearbook 48* (pp. 224-237). Chicago, IL: National Reading Conference.

Xu, H. (1999). Young Chinese ESL children's home literacy experiences. *Reading Horizons, 40*, 47-64.

Xu, H. (1996). A Filipino kindergartner's successful beginning literacy learning experience in a mainstream classroom. In D. Leu, K. Hinchman, & C. Kinzer (Eds.), *Literacies for the 21st century: Research and practice*. Forty-fifth Yearbook of the National Reading Conference (pp. 219-231). Chicago: National Reading Conference.

Hong, B., Liu, Y., Pan, J., Shen, Y., Xu, H., Zhou, W., & Zhou, Y. (in alphabetical order) (1992). *GRE: Analyses of sample items* (Chinese version). Shanghai, China: Shanghai Science & Technology Publishers.

Grants and Research-Related Activities

1. RSCA Award (2021-2022). *Enhancing Teacher Candidates' Awareness of Anti-Black Racism through Exploring and Teaching with Children's Literature and Related Online Texts*
2. RSCA Award (2020-2021). *A Content Analysis of California Recommended Children's Literature and a Qualitative Study of Teacher Candidates' Use of Literature in Lesson Teaching*
3. RSCA Award (2019-2020). *Signals from Teacher Candidates: Creativity, Technology Integration, and Pedagogical Content Knowledge Demonstrated through a Culminating Project*
4. RSCA Award (2018-2019). *Teacher Candidates' Development of Pedagogical Content Knowledge: Modifying Teaching Based on Various Types of Assessment*

5. RSCA Award (2017-2018). *Teacher Candidates' Development of Pedagogical Content Knowledge through Reflective Practice*
6. Sabbatical Leave (Spring 2017) *Exploring UDCP Student Teachers' Application of Pedagogical Knowledge during Literacy Instruction in a General Education Classroom*
7. RSCA Award (2016-2017) *Teacher Candidates' Learning Experiences in an Online and a Hybrid Reading Methods Course*
8. Faculty Development Fellow (High-Impact Practices) (Spring 2015)
9. RSCA Award (2015-2016) *Engaging Teacher Candidates in a Collaborative Project of Exploring Community Texts*
10. Collaboration for Effective Educator Development, Education, and Reform (CEEDAR) Project (Spring, 2014—Fall, 2015): developing a dual MSCP and Special Education Pathway (UDCP)
11. RSCA Award (2014-2015) *Engaging Teacher Candidates in a Content Analysis of Informational Texts from Outside School Settings*
12. RSCA Award (2013-2014) *Engaging Teacher Candidates in a Content Analysis of Advertisements*
13. RSCA Award (2012-2013). *Enhancing Teacher Candidates' Linguistic Knowledge Through A Contrastive Analysis of English and Another Language (L2)*
14. Teacher Education Professional Learning Community: English Language Learners (Spring 2012).
15. College of Education Mini-Grant Award (Spring 2011). *Enhancing Teacher Candidates' Knowledge and Skills of Teaching Reading to Students with Special Needs.* (funded $4,000)
16. RSCA Award (2011-2012) *Using Children's Literature to Enhance Teacher Candidates' Knowledge and Skills of Teaching Reading to Students with Special Needs*
17. Longview Foundation Grant, *Preparing Globally Competent Educators: Revisioning Teacher Education in a Global Age* (2009-2011) (Directed by Dr. Cathy DuCharme, CSULB)
18. U.S.-EU Atlantis Program of the FIPSE Grant, *Policy Project on ABC's of Cultural Understanding and Communications* (2009-2011) (Directed by Dr. Patricia Schmidt, Le Moyne College, USA and Dr. Claudia Finkbeiner, University of Kassel, Germany)
19. SCAC Award (2010-2011) *Exploring Preservice Teachers' Culturally Responsive Teaching of Reading*
20. SCAC Award (2009-2010) *Exploring Linguistic Characteristics of Comic Strips: A 2nd Study on Multimodal Texts*
21. SCAC Award (2008-2009) *Exploring Academic Vocabulary in Trading Cards: A Follow-up Study of Environmental Print*
22. Sabbatical Leave Award (Spring 2009) *Exploring Exemplary Practices in Reading Instruction for English Language Learners in K-2nd Grades*
23. 3E Award (2007-2008) (funded 3 units of assigned time and $1,400)
24. SCAC Award (2007-2008) *Exploring Types of Environmental Print as a Community Resource for Teaching*

25. SCAC Award (2005-2006) *The Impact of a Teacher's Integrating Supplementary Informational Texts into a Scripted Reading Program on 4th Graders' Reading Comprehension*
26. Co-Investigator (with other Reading Faculty), CSULB Unit Assessment for the Graduate Programs in Reading (Assessment Grant) (2004-2005) (funded $7,150)
27. Principal Investigator, *Preparing Preservice and Inservice Teachers to Make School-Home Connection through Diverse Students' Popular Culture* (2001—2003). Elva Knight Research Grant. (funded $5,000). International Reading Association.
28. Principal Investigator, *TTU Tuition Grant for In-service Teachers, Year 5* (2001-2002). Helen Jones Foundation (funded $15,000), Lubbock, TX.
29. Faculty Participant, *TechLinks: Making Connections to Prepare Preservice Teachers for Teaching with Technology* (1999-2002). Preparing Tomorrow's Teachers to Use Technology Grant (PT^3) (funded $250,000 @ year by U.S. Department of Education). College of Education, Texas Tech University.
30. Principal Investigator, *Preparing Preservice and Inservice Teachers to Read Diverse Students' Word and World through Student Popular Culture* (2000-2001). State Funded Organized Research Grant (funded $2,820). College of Education, Texas Tech University.
31. Co-Evaluator, *Teaching "Learning to Read and Reading to Learn": Supporting Beginning K-8 Teachers through School-University Partnerships* (2000-2001). Texas Eisenhower Professional Development Program Grant (funded $70,000). Division of Educational Partnership, Texas Higher Education Coordinating Board.
32. Principal Investigator, *Elementary Preservice Teachers Apply Diversity Knowledge and Perspectives in Literacy Instruction for Minority Students* (1999-2000). State Funded Organized Research Grant (funded $500). College of Education, Texas Tech University.
33. Principal Investigator, *Chinese Parents' Support for their Children in Learning to Read and Write in English* (1997-1998). College of Education Research Incentive Award (funded $750). College of Education, Texas Tech University.

Editorial Review Board of Professional Journals

1. Editorial Review Board*, The Reading Teacher* (2002—2006, 2016—2018, 2019--Present), International Literacy Association (formerly International Reading Association).
2. Editorial Review Board*, Action in Teacher Education* (2017—2018), Association of Teacher Educators
3. Essay Book Review Editor, *Reading Research Quarterly* (2005-2008), International Reading Association.
4. Editorial Review Board, *Literacy Research Association Yearbook* (2000-2013), Literacy Research Association (formerly, National Reading Conference).
5. Editorial Review Board*, Journal of Literacy Research* (2001—2010), Literacy Research Association (formerly, National Reading Conference).
6. Editorial Review Board*, Reading Research Quarterly* (1998—2008), International Reading Association.
7. Editorial Review Board*, Journal of Educational Research* (2001—2006), Heldref Publications.

Guest Editorial Reviewer

1. *The Reading Teacher (2016)*
2. *Journal of Literacy Research* (2015)
3. *American Educational Research Journal* (Social and Institutional Analysis, 2010, 2011, 2012, 2013, 2019), American Educational Research Association
4. *Research in the Teaching of English* (2008), National Council of Teachers of English
5. *Pedagogies: An International Journal* (2008), Taylor & Francis Group
6. *The Reading Teacher* (2001—2002). International Reading Association.
7. *Teaching Education (2000).* Carfax Publishing, Taylor & Francis Group.
8. *Reading Research Quarterly* (1996). International Reading Association.

Book Proposal Reviewer

2021 (Endorsement) *Book Talk: Growing Into Early Literacy Through Read-Aloud Conversations*. New York: Teachers College Press.
2021 *Embracing Change in the English Language Arts Classroom: Restorative Literacy in Action.* New York: Teachers College Press.
2020 *Restorative Literacies*. New York: Teachers College Press.
2020 *Pathways to Book Conversations: Talking with Young Children about Books (revision)* New York: Teachers College Press.
2019 *Literary Conversation: Developing Student Understanding*. New York: Teachers College Press.
2019 *Metalingusitic Language Instruction for Reading*. New York: Teachers College Press.
2019 *Pathways to Story Conversations: Talking with Young Children about Books.* New York: Teachers College Press.
2019 *Reading Ready: Preparing Students for Independent Reading of Informational Text.* New York: Teachers College Press.
2018 *Words Worth Using: Supporting Adolescents' Productive Power with Academic Vocabulary.* New York: Teachers College Press.
2017 *Damn. I Wish I Still Had Story Time. Storytelling and Experience*. New York: Teachers College Press.
2017 *Fulfilling Dreams of Opportunity: Realizing Race, Equity and Culturally Relevant Pedagogy in Schools*. New York: Teachers College Press.
2017 *CheMystery*. ThunderStone Books.
2016 (Revision) *Confucianism Reconsidered: Insights from American and Chinese Education in the Twenty-first Century*. Albany, NY: SUNY Press.
2016 *Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers.* New York: Teachers College Press.
2016 *Literary Conversations: Developing Student Understanding*. New York: Teachers College Press.
2016 *Confucianism Reconsidered: Insights from American and Chinese Education in the Twenty-first Century*. Albany, NY: SUNY Press.
2015 *Transforming Self, Transforming Learning.* New York: Teachers College Press.
2015 *Teaching Comics Through Multiple Lenses: Critical Perspectives.* New York: Routledge.

2015 *Understanding the Hearts and Minds of Chinese-Heritage Students in North American Schools: Beyond Test Scores*. New York: Routledge
2014 *Pose/Wobble/Flow: A Culturally Proactive Approach to Learning and Literacy Instruction*. New York: Teachers College Press.
2014 *Reading Upside Down (Revision)*. New York: Teachers College Press.
2013 *Reading Theory: Connecting Literacy Theory and Practice in K-12 Classrooms.* New York: Teachers College Press.
2013 *Effective Classroom Management: A Practitioner's Guide to Managing the Classroom*. New York: Teachers College Press.
2013 *Creativity and Common Core Standards*. New York: Teachers College Press.
2013 *Reading Upside Down*. New York: Teachers College Press.
2013 Ready for Revised RICA. New York: Pearson.
2012 *Literature and Writing Pedagogy: Empowering Critically Conscious Writers in Middle School*. New York: Teachers College Press.
2012 *Implementing The SIOP Model through Effective Professional Development and Coaching*. New York: Pearson.
2011 *Educational Clashes of American Tenets and Chinese Wisdoms: In Search of "Middle Ground".* New York: Teachers College Press.
2010 *Literacy Strategies for Teacher Candidates*. Boston, MA: Allyn & Bacon.
2010 *Bring It to Class: Unpacking Pop Culture in Literacy Learning.* New York: Teachers College Press.
2010 *Literacy Strategies for Teacher Candidates*. Boston: MA: Allyn & Bacon.
2009 *Literate Lives*. New York: John Wiley & Sons, Inc.
2008 *Adolescent Voices: Leveraging Literacy Skills for Agency, Purpose, and Power*. New York: Teachers College Press.
2008 *Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms.* Boston: MA: Allyn & Bacon.
2008 *Creating Literacy Instruction for All Students*. Boston: MA: Allyn & Bacon.
2007 *Immigration, Diversity, and Education*. New York: Routledge.
2007 *Technology Integration for Meaningful Classroom Use: A Standard-based Approach.* New York: Thomson Wadsworth.
2006 *Literacy Technology Integration in Elementary School*. New York: Guilford Press.
2006 *Critical Literacy*. Thousand Oaks, CA: Sage.
2006 *Culturally Contested Literacies: The Dialectic Relationship between America's "Rainbow Underclass" and Urban Schools*. New York: Routledge.
2005 *Reading on the Internet: Strategies for Success (revision)*. New York: Guilford Press.
2004 *Reading on the Internet: Strategies for Success*. New York: Guilford Press.
2004 *Literacy-Technology Integration in Elementary and Middle School: Developing Purpose-Driven, Effective Practice*. New York: Guilford Press.
2004 *Language Arts Textbook*. Thousand Oaks, CA: Sage.
2004 *Action Research: Teachers as Researchers in the Classroom*. Thousand Oaks, CA: Sage.
2003 *Creating Literacy Instruction for All Children.* Boston: MA: Allyn & Bacon.
2003 *Integrating Language Arts*. Boston: MA: Allyn & Bacon.
2003 *Reading Methods, K-8.* Boston: MA: Allyn & Bacon.

2003 *The Magic Score*. Boston: MA: Allyn & Bacon.
2002 *Teaching language and literacy: Preschool through the elementary grades*. Boston: MA: Allyn & Bacon.
2001 *Early childhood language arts: Meeting diverse literacy needs through collaboration with families and professionals*. Boston: MA: Allyn & Bacon.

Conference Proposal Reviewer

National Reading Conference Annual Meeting (1997, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011)
American Educational Research Association Annual Meeting (1997, 2002, 2003, 2004, 2017, 2018)
Southwest Educational Research Association Annual Meeting (1998, 1999)

Keynote Speaker and Workshop

Xu, S. H. (2008, December). *Hybridity and third space in classrooms: Linking popular culture texts to literacy learning and teaching*. Plenary address delivered at The 1st International Conference on Popular Culture and Education in Asia. Hong Kong, China.
Xu, S. H. (2008, December). *From comic strips to YouTube: Learning English through popular culture.* Workshop conducted at The 1st International Conference on Popular Culture and Education in Asia. Hong Kong, China.
Xu, S. H. (2008, August). *Using popular culture texts to engage students in meaningful literacy learning.* Keynote address delivered at Adelphi University's 19th Annual Summer Literacy Institute. Garden City, New York.
Xu, S. H. (2008, August). *Using popular culture texts to engage students in critical literacy practices*. Workshop conducted at Adelphi University's 19th Annual Summer Literacy Institute. Garden City, New York.

National and International Conference Presentations

Xu, S. H. (2021, June). *Exploring Verbal and Non-verbal Features of WebQuests for English Language Learners During Reading Instruction*. Paper to be presented at Virtual Conference of Computer-assisted Language Instruction Consortium (CALICO).
Xu, S. H. (2020, October). *A content analysis of PPTs: Exploring preservice teachers' TPACK development.* Paper presented at SITE Interactive Online 2020 Conference (Society for Information Technology and Teacher Education), Association for the Advancement of Computing in Education (AACE). (Society of Information Technology for Teacher Education).
Xu, S. H. (2020, May). *Exploring Verbal and Non-verbal Features of WebQuests for English Language Learners During Reading Instruction*. Paper accepted for presentation at CALICO (Computer-assisted Language Instruction Consortium). Seattle, WA. (The Conference was canceled due to the Covid-19 pandemic).
Xu, S. H. (2019, November). *Preparing Teacher Candidates to Modify Teaching Based on Three Types of Assessment.* Paper presented at Critical Questions in Education Symposium. Chicago, IL.

Xu, S. H. (2019, April). *Humanizing Schools for Multilingual Learners in the "Post Truth" Era.* Discussant for the Symposium to be presented at 2019 Annual Conference of American Educational Research Association, Toronto, Canada.

Xu, S. H. (2018, October). *Choice, Quality, and Role: Preservice Teachers' Perceptions and Learning Experiences in a Hybrid and an Online Version of a Reading Methods Course*. Paper presented at the AACE World Conference of E-Learning. Las Vegas, NV.

Xu, S. H. (2018, April). *Pedagogical Content Knowledge for Literacy Instruction for Mandarin-speaking English Learners: Instructional Strategies and Materials, and Reflective Practice.* Workshop presented at 2018 Spring Institute of California Association for Asian and Pacific American Education and CSU Asian Bilingual Teacher Education Program, Providing Equity and Access to Diverse Learners.

Xu, S. H. (2017, August). *Reading the Community and the World*. Spotlight talk given at 2017 Conference of International Association of School Librarianship. Long Beach, CA.

Xu. S. H. (2016, December). *Engaging Teacher Candidates in a Content Analysis of Informational Texts from Their Communities.* Paper presented at 2016 annual conference of Literacy Research Association. Nashville, TN.

Xu. S. H. (2016, December). *Developing Literacy Teachers' Cultural Understanding and Communication: A Collaboration Between U.S. and E.U. Partners*. Chair and Discussant at 2016 annual conference of Literacy Research Association. Nashville, TN.

Xu, S. H. (2016, March). *Using Bilingual English-Chinese Children's Books in Literacy Instruction.* Workshop to be conducted at 2016 California Association of Bilingual Education (CABE) Annual Conference. San Francisco, CA.

Chen, X., & Xu. S. H. (2015, December). *Negotiating Faculty Identities in an Online Reading Methods Course*. Paper presented at 2015 annual conference of Literacy Research Association. Carlsbad, CA.

Xu. S. H. (2015, December). *New Literacies, Equity, Imagination and Research: How have New Digital Media/Literacies Impacted Education, Society and the Economy*? Discussant at 2015 annual conference of Literacy Research Association. Carlsbad, CA.

Xu. S. H. (2015, December). *Implementing the ABCs of Cultural Understanding and Communication in Global Contexts*. Discussant at 2015 annual conference of Literacy Research Association. Carlsbad, CA.

Xu. S. H. (2015, March). *Literacy instructional strategies for Chinese Mandarin-speaking learners*. Paper presented at 2015 California Association of Bilingual Education (CABE) Annual Conference. Anaheim, CA

Xu. S. H. (2014, September). *Using Advertisements to Explore STEM Academic Language and Content*. Paper presented at 2014 California STEM Symposium. San Diego, CA.

Xu, S. H. (2014, August). *Addressing linguistic differences in literacy instruction for Chinese/Mandarin -speaking English learners: Strategies and materials*. Paper presented at 2014 Summer Institute California State University, Northridge. Northridge, CA.

Xu, S. H. (2014, April). *Addressing Common Core State Standards and Teaching Academic Language*. Paper presented at 2014 California Association of Bilingual Education (CABE) Annual Conference. Anaheim, CA.

Xu, S. H. (2013, November). *Analyzing and Teaching Academic Language in STEM Informational Texts*. Paper presented at California STEM Symposium: Invest in California STEM Education: Innovate, Integrate and Inspire! Sacramento, CA.

Xu, S. H. (2012, December). *Looking beyond pictures: Exploring linguistic features of comic strips.* Paper presented at Annual Meeting of Literacy Research Association. San Diego, CA.

Xu, S. H. (2012, December). *Using informative assessments towards effective literacy practices: Strategies for differentiated instruction for English learners*. Paper presented at Annual Meeting of Literacy Research Association. San Diego, CA.

Xu, S. H. (2012, December). *Using children's literature to enhance teacher candidates' knowledge and skills of teaching reading to students with special needs.* Paper presented at Annual Meeting of Literacy Research Association. San Diego, CA.

Xu, S. H. (2012, November). *Using comic strips as a meaningful linguistic input for English language learners*. Paper presented at the annual convention of National Council of Teachers of English, Las Vegas, NV.

Xu, S. H. (2012, April*). Exploring linguistic characteristics of comic strips and instructional implications*. Paper presented at CATESOL Annual Convention. Oakland, CA.

Xu, S. H. (2012, April). *Using environmental print (EP) to teach vocabulary and phonological concepts.* Paper presented at CATESOL Annual Convention. Oakland, CA.

Xu, S. H. (2010, November). *Environmental print (EP) as an instructional resource for language and literacy development*. Paper presented at 60 Annual Convention of the National Council of Teachers of English. Orlando, Florida.

Xu, S. H., Barlow, L., Cervantez-Cea, A., & Osuna-Domínguez, R. (2010, April). *Content integration into literacy instruction for English learners in primary grades*. Paper presented at 55th Annual Meeting of the International Reading Association. Chicago, Illinois.

Xu, S. H. (2009, December). *Looking beyond images: Identifying academic vocabulary in Pokémon and Yu-Gi-Oh trading cards*. Paper presented at 59th Annual Meeting of the National Reading Conference. Albuquerque, New Mexico.

Xu, S. H. (2009, May). *Exploring vocabulary in Pokémon and Yu-Gi-Oh trading cards*. Paper presented at 59th Annual Meeting of the National Reading Conference. Minneapolis, MI.

Xu, S. H. (2008, December). *Exploring academic language in non-sporting trading cards.* Paper presented at 58th Annual Meeting of the National Reading Conference. Orlando, Florida.

Xu, S. H. (2008, May). *Re-exploring Environmental Print as a Community Resource*. Paper presented at the 53rd Annual Convention of the International Reading Association. Atlanta, Georgia.

Xu, S. H. (2007, December*). Literacy learning and practice in multilingual and multicultural settings*. Paper presented at the 57th Annual Meeting of the National Reading Conference. Austin, Texas.

Xu, S. H. & Perkins, R. S. (2007, December). *Integrating everyday texts with multiple modes of meaning into a scripted reading program.* Paper presented at the 57th Annual Meeting of the National Reading Conference. Austin, Texas.

Xu, S. H. (2007, May). *A 4th grade teacher's integration of supplementary resources into a scripted reading program as a way of scaffolding*. Paper presented at the 52nd Annual Convention of the International Reading Association. Toronto, Canada.

Xu, S. H. (2006, December). *Comic strips as a textual tool in supporting students' content area reading and writing*. Paper presented at the 56th Annual Meeting of the National Reading Conference. Los Angeles, CA.

McBride, C., & Xu, S. H. (2006, December). *Technology integration as space: Supporting English language learners' language and literacy development*. Paper presented at the 56th Annual Meeting of the National Reading Conference. Los Angeles, CA.

Xu, S. H., & Guzzetti, B. (2006, May). *Bridging the gap between students' out of school literacy practices and in-school literacy instruction through popular culture texts*. Paper presented at the 51st Annual Convention of the International Reading Association. Chicago, IL.

Xu, S. H. (2006, May). *Reading popular culture texts from multiple perspectives*. Paper presented at the 51st Annual Convention of the International Reading Association. Chicago, IL.

Xu, S. H. (2006, December). *Comic Strips as a Textual Tool in Supporting Students' Content Area Reading and Writing*. Paper presented at the 56th Annual Meeting of the National Reading Conference. Los Angeles, CA.

Xu, S. H. (2005, May). *Using the SIOP model (Making Content Comprehensible for English Learners) as a guide for teacher reflection on literacy instruction*. Paper presented at 50th Annual Convention of the International Reading Association. San Antonio, Texas

Xu, S. H. (2004, December). *Preservice teachers seek a connection between popular culture texts and children's literature texts*. Paper presented at the 54th National Reading Conference. San Antonio, Texas.

Xu, S. H. (2004, December). *Teachers explore culturally responsive teaching: integration of popular culture texts in an urban setting*. Paper presented at 54th Annual Meeting of the National Reading Conference. San Antonio, Texas.

Xu, S. H. (2004, December). *Two urban teachers' experiences with an integration of students' popular culture texts into literacy curriculum*. Paper presented at the Teacher Conference of the 54th National Reading Conference. San Antonio, Texas.

Xu, S. H. (2004, May). *Exploring an integration of students' popular culture interests into literacy instruction*. Paper presented at 49th Annual Convention of the International Reading Conference. Reno, Nevada.

Xu, S. H., & Evans, J. (2004, May). *Critical literacy and popular culture: Lessons from children's interactions with popular culture texts in U.S. and in U.K*. Paper presented at 49th Annual Convention of the International Reading Conference. Reno, Nevada.

Xu, S. H. (2003, December). *Environmental print as "funds of knowledge" for African American kindergartners*. Paper presented at the 53rd Annual Meeting of the National Reading Conference. Scottsdale, Arizona.

Xu, S. H. (2003, December). *Preservice teachers' changing perceptions and behaviors of teaching diverse students.* Paper presented at the 53rd Annual Meeting of the National Reading Conference. Scottsdale, Arizona.

Xu, S. H. (2003, December). *"I don't get it!": Teachers' reading of student popular culture text*. Paper presented at the 53rd Annual Meeting of the National Reading Conference. Scottsdale, Arizona.

Xu. S. H. (2003, April). *Teachers explore the use of student popular culture to promote multiple literacies*. Paper presented at 2003 Annual Meeting of American Educational Research Association, Chicago, IL.

Xu, S. H. (2003, April). *The complexity and multiplicity of preservice teachers' exploring diversity issues in a literacy methods course*. Paper presented at 2003 Annual Meeting of American Educational Research Association, Chicago, IL.

Xu, S. H., & Alvermann, D. (2002, December). *Using student popular culture interests for literacy instruction in elementary, middle, and high schools*. Paper presented at the Teacher Conference of the 52nd Annual Meeting of the National Reading Conference: Research-based Best Practices in Literacy Instruction. Miami, Florida

Xu, S. H. (2002, December). *Preservice teachers learn to integrate student popular culture texts into literacy instruction*. Paper presented at the 52nd Annual Meeting of the National Reading Conference. Miami, Florida.

Xu, S. H. (2002, December). *Comparing two studies of culturally responsive preservice teaching*. Paper presented at the 52nd Annual Meeting of the National Reading Conference. Miami, Florida.

Xu, S. H. (2002, April). *Opportunities and barriers: Teachers learn to integrate diverse students' popular culture into literacy instruction*. Paper presented at 2002 Annual Meeting of American Educational Research Association, New Orleans, LA.

Xu, S. H., & Mead, S. (2002, April). *What's so cool about Pokemón and Ricky Martin?: Teachers explore the use of student popular culture in literacy instruction*. Paper presented at 47th Annual Convention of International Reading Association, San Francisco, CA.

Xu, S. H. (2001, December). *Teachers learn to integrate into literacy instruction diverse students' "funds of knowledge" with popular culture*. Paper presented at the 51st Annual Meeting of the National Reading Conference, San Antonio, TX.

Xu, S. H. (2001, April**)**. *Preparing teachers to make school-home connection through diverse students' popular culture*. Paper presented at 46th Annual Convention of International Reading Association, New Orleans, LA.

Xu, S. H. (2001, April**)**. *Preparing teachers to use students' popular culture in connecting students' home and school literacy experiences*. Paper presented at 2001 Annual Meeting of American Educational Research Association, Seattle, WA.

Xu, S. H. (2000, December). *Whose popular culture: Teachers explore making connections of diverse students' school and home literacy experiences*. Paper

presented at the 50th Annual Meeting of the National Reading Conference, Scottsdale, AZ.

Xu, H. (2000, April**)**. *Using the ABC's model to enhance preservice teachers' abilities to connect diversity with literacy instruction for minority students*. Paper presented at 2000 Annual Meeting of American Educational Research Association, New Orleans, LA.

Xu, H. (1999, December**)**. *Connecting multicultural with literacy instruction: Preservice teachers learn about self, minority students, and teaching*. Paper presented at the 49th Annual Meeting of the National Reading Conference, Orlando, FL.

Xu, H. (1999, May). *Second language kindergartners' school and home literacy learning experiences.* Paper presented at 44th Annual Convention of International Reading Association, San Diego, CA.

Xu, H. (1999, May). *Preservice teachers' using nonfiction with ESL students to develop literacy in English and Spanish*. Institute paper presented at 44th Annual Convention of International Reading Association, San Diego, CA.

Xu, H. (1999, April). *Continuities and discontinuities: Lessons from ESL children's school and home literacy experiences.* Paper presented at 1999 Annual Meeting of American Educational Research Association, Montreal, Canada.

Xu, H. (1998, December). *Reexamining continuities and discontinuities: Language minority children's literacy experiences at home and at school*. Paper presented at the 48th Annual Meeting of the National Reading Conference, Austin, TX.

Xu, H. & Hsieh, C. (1998, December). *Parents' changing perceptions of emergent literacy and ESL children's home literacy experiences*. Paper presented at the 48th Annual Meeting of the National Reading Conference, Austin, TX.

Xu, H. (1998, December). *Preservice teachers' evolving understandings of multiculturalism and literacy instruction.* Alternative format paper presented at the 48th Annual Meeting of the National Reading Conference, Austin, TX.

Xu, H. (1998, April). *School and home literacy support and native Chinese-speaking children's development of word knowledge in English*. Paper presented at 1998 Annual Meeting of American Educational Research Association, San Diego, CA.

Xu, H., Readence, J., & Barone, D. (1997, December). *The impact of Chinese literacy experience and school and home support on native Chinese-speaking children's early English literacy development.* Paper presented at the 47th Annual Meeting of the National Reading Conference, Phoenix, AZ.

Xu, H. (1997, March). *Preservice teachers' practicum experience, beliefs about ESL learning and teaching, and literacy strategy selection*. Paper presented at 1997 Annual Meeting of American Educational Research Association, Chicago, IL.

Xu, H. (1996, December). *Preservice teachers' beliefs, awareness of terms related to L2 teaching, and selection of literacy instructional strategies for ESL students*. Paper presented at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.

Xu, H., Readence, J. E., & Barone, D. E. (1996, December). *Native Chinese-speaking children's acquisition of performance-based and reflective word knowledge in English: A multiple case study*. Paper presented at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.

Xu, H. (1995, December). *Interactions: A window to the beginning literacy learning experience of a Tagalog-speaking kindergartner in Chapter 1*. Paper presented at the 45th Annual Meeting of the National Reading Conference, New Orleans, LA.

Scholarship Mentoring Activities with Graduate Students

1. I invited six classroom teachers to write about their experience of teaching ELLs in the section of "Voice from the Classroom" of my book. The teachers are Sarah Serrano (Los Angeles Unified School District), Olivia Martinez (Los Angeles Unified School District), Renne Gonzales-Gomez (Long Beach Unified School District), Camille Wilson (Long Beach Unified School District), Hilary Shuler (Los Angeles Unified School District), and Maritza Magana (Paramount Unified School District).
   Xu, S. H. (2010). *Teaching English language learners: Literacy strategies & resources for K-6*. New York: Guilford.
2. Several classroom teachers from the Long Beach Unified School District and I co-authored a paper, which was presented at the annual meeting of International Reading Association.
   Xu, S. H., Barlow, L., Cervantez-Cea, A., & Osuna-Domínguez, R. (2010, April). *Content integration into literacy instruction for English learners in primary grades*. Paper presented at 55th Annual Meeting of the International Reading Association. Chicago, Illinois.
3. A classroom teacher from the Los Angeles Unified School District and I co-authored a paper, which was presented at the annual meeting of the National Reading Conference.
   Xu, S. H. & Perkins, R. S. (2007, December). *Integrating everyday texts with multiple modes of meaning into a scripted reading program.* Paper presented at the 57th Annual Meeting of the National Reading Conference. Austin, Texas.
4. A classroom teacher from the Long Beach Unified School District and I co-authored a paper, which was presented at the annual meeting of the National Reading Conference.
   McBride, C., & Xu, S. H. (2006, December). *Technology integration as space: Supporting English language learners' language and literacy development*. Paper presented at the 56th Annual Meeting of the National Reading Conference. Los Angeles, CA.
5. I led a group of teachers from the Long Beach Unified School District and from the Downey Unified School District to present a symposium (whose proposal I wrote) about teachers' experience with implementing the SIOP Model in their teaching literacy at the 50th Annual Meeting of the International Reading Association.
   Xu, S. H. (2005, May). *Using the SIOP model (Making Content Comprehensible for English Learners) as a guide for teacher reflection on literacy instruction*. Paper presented at 50th Annual Convention of the International Reading Association. San Antonio, TX.
6. I mentored two teachers (Rachael Sawyer Perkins from the Los Angeles Unified School District and Lark Zunich formerly from the Long Beach Unified School District) through co-authoring a book about integrating popular culture texts into literacy instruction, which is published by the International Reading Association.

Xu, S. H., Sawyer, R., & Zunich, L. (2005). *Trading cards to comic strips: Popular culture texts and literacy learning in grades K-8*. Newark, DE: International Reading Association.

7. I invited two teachers (Catherine McBride and Maryvel Cardenas from Long Beach Unified School District) to write up their experience of teaching English language learners. Their exemplary teaching is featured in a tri-authored book on teaching early literacy.
   Barone, M. D., Mallette, H. M., & Xu, S. H. (2005). *Teaching early literacy: Development, assessment, and instruction*. New York: The Guilford Press.
8. I mentored one teacher from the Lubbock Independent School District, Lubbock, TX through co-authoring an article published in *Young Children*.
   Xu, S. H., & Rutledge, A. L. (2003). "Chickens start with Ch!": Kindergartners talk about print through environmental print. *Young Children*, 58, 44-51.

Professional Service

Member, Scholastic Books, Inc. Professors Advisory Panel (2010—2011)
Member, Publications Committee (2009-2010, 2010-2011), International Reading Association.
Chair, Publications Committee (2006-2008), Literacy Research Association (LRA) (Formerly National Reading Conference).
Member, Search Committee on *Reading Research Quarterly* Editors (2007), International Reading Association.
Member, International Development in North America Committee, International Reading Association (2003-2005)
Co-Chair, Multicultural Issues Committee (now Ethnicity, Race, and Multilingualism Committee), National Reading Conference (2000-2003).
Reviewer, Websites on Special Education, the Idea and Research for Inclusive Settings (IRIS) Center, Vanderbilt University (2003).
Member, Higher Education Collaborative, Texas Center for Reading and Language Arts, University of Texas, Austin (2000-2002).
Member, Early Childhood Education Pilot Test Results Review Committee, The State Board of Educator Certification, Texas (2000).
Member, Multicultural and Diversity Issues Committee (now Ethnicity, Race, and Multilingualism Committee), National Reading Conference (1997-2000).
Member, Dina Feitelson Award Committee, International Reading Association (1998-1999).
Member, Albert J. Harris Award Committee, International Reading Association (1997-1998).

Grant Proposal Reviewer

1). Nevada Reading Excellence Act (REA) sub-grants (2002)
2). State Funded Organized Research Grant, College of Education, Texas Tech University. (1998, 1999, 2000)
3). Interdisciplinary Seed Grant, Texas Tech University. (1999)

Department Service

Coordinator, Reading and Literacy Added Authorization Program (2015—Present), CSULB
Coordinator, the Course *EDEL 452 Teaching and Learning Reading, K-8* (Fall, 2003—Present), CSULB
Chair, Evaluation of Lecturers (2005-2006, 2007-2008, 2015-2017, 2020-2022), CSULB
Member, Evaluation of Lecturers (2002-2004, 2004-2006, 2006-2008, 2008-2010, 2010-2012, 2015-2017, 2018-2020, 2020-2022), CSULB
Member, Department Chair Nomination Committee (2008-2009, 2018-2019), CSULB
Coordinator, Master's Reading and Language Arts Program (2012—2015), CSULB
Member, Admissions and Standards (2015-2017), CSULB
Member, Retention, Tenure, Promotion (RTP) Committee (2010-2012, 2012—2014, 2014-2015), CSULB
Member, Evaluation of Tenured Faculty (2010-2012, replaced in Spring 2011 due to my being evaluated; 2012-2014, 2014-2015), CSULB
Assessor, TAP 1 (2009-2014), CSULB
Member, Technology Committee (2004-2006, 2006-2008, 2008-2010), CSULB
Member, Assessment and Improvement Committee (2006-2009), CSULB
Member, Program Evaluation Committee (2006-2009), CSULB
Member, TPA Ad Hoc Committee (2007-2008), CSULB
Member, Advisory Cabinet (2004-2006, 2006-2008), CSULB
Member, Admission and Standards Committee (2004-2006), CSULB
Member, Budget Committee (2003-2005), CSULB
Chair, Curriculum & Instruction Division Merit Pay Task Force (2000-2001), TTU
Member, Language & Literacy Position Search Committee (2001--2002), TTU
Member, Language & Literacy Position Search Committee (2000--2001), TTU
Member, Language & Literacy Position Search Committee (1998--1999), TTU

College Service

Member, Retention, Tenure, Promotion (RTP) Committee (2006-2007, 2007-2009, 2018-2019, 2019-2021, 2021-2023), CSULB
Member, CED Endowment Committee (2019-2021)
Member, College Curriculum Committee (2002-2004, 2017-2019)
Member, CED Assessment Committee (2014-2015)
Member, CED Professional Review Committee (2012-2013)
Member, CED Technology Committee (2004-2006, 2006-2008, 2008-2010, 2010-2012, 2012-2014), CSULB
Member, Student Affairs Committee (2010-2012), CSULB
Member, ED.D. Admission Committee (2007, 2008)
Member, CED Faculty Council (2004-2006), CSULB
Member, CED Faculty Council (Spring, 2003 to replace Dr. Felipe Golez when he was on sabbatical leave), CSULB
Member, COE Ad Hoc Merit Pay Committee (2000-2001), TTU
Member, COE Research Committee (1998-2001), TTU
Mentor, McNair Scholars (2001-2002), TTU
Member, Teacher Induction Initiative Team (2001—2002), TTU

University Service

Member, University Mini Grants & Summer Stipends Committee (UMGSSC) (2013-2015, 2017-2019, 2020-2022), CSULB
Faculty Development Fellow (2015 Spring)
Member, Redesign4learning (FIN300) (2013—2014), CSULB
Juror, CSULB Student Research Competition (SRC) (Spring 2011, 2012, 2013, 2014, 2015) CSULB
Member, Curriculum and Educational Policies Council (2007-2008), CSULB
Member, University Teacher Preparation Committee (2003-2005, 2005-2007), CSULB
Secretary, University Teacher Preparation Committee (2004-2005, 2005-2006, 2006-2007), CSULB
Interviewer, International Programs (Study Abroad), Center for International Education (2004), CSULB
Member, University Bookstore Advisory Committee (2000-2002), TTU

Honors & Awards

Nominee for 2012-2013 Outstanding Professor Award, CSULB
Nominee for 2001-2002 the President's Excellence in Teaching Award, TTU.
Nominee for 2001-2002 McDonald Excellence in Teaching Award, TTU.
Nominee for 2000-2001 the Ex-Students Association New Faculty Award, TTU.
Recipient of the 2000-2001 the Hemphill-Wells New Professor Excellence in Teaching Award, Texas Tech Association of Parents, TTU.
Nominee for 2000-2001 the Ex-Students Association New Faculty Award, TTU.