
SUZANNE K. PANFEROV, Ph.D.

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EDUCATION:

The Ohio State University, Columbus, OH. 1992-2002.

Ph. D. Foreign & Second Language Education (8/2002). Specializations in technology, literacy, and language teacher education. Dissertation Title: "Exploring the literacy development of Russian and Somali ESL learners: a collaborative ethnography." Advisor, Dr. Keiko Samimy. (*Dissertation is available via OhioLINK at http://rave.ohiolink.edu/etdc/view?acc_num=osu1028234878*).

M. A. Foreign Language Education/TESOL (6/1996).

M. A. Russian Language and Literature (12/1994). Thesis title: "Allegorical representations of Stalin in modern Russian literature"

Ohio State K12 Certification in Russian with Endorsement in ESL. (7/1999) Praxis II Core Battery (Professional Knowledge, General Knowledge, and Teaching English as a Second Language) Test Scores exceed score requirements of all states currently mandating the test. [Certificate number 276017].

Juniata College, Huntingdon, PA. 1987-1991. **B. A. German and Russian Studies.** (12/1991). Degree included individualized curriculum emphasizing language, literature, culture, and education as well as a two year leave for advanced study in Germany and Russia.

Moscow Aviation Institute (ACTR: Bryn Mawr College). Fall 1990. Intensive advanced study abroad Russian language program in all skill areas.

Westfaelische Wilhelms Universitaet, Muenster, Germany. (Study Abroad Exchange program with Juniata College). 1989-90. Course Work in Politics, History, German and Russian Language. Fulfilled all academic requirements in German.

Moscow Steel and Alloys Institute, (ACTR: Bryn Mawr College). Summer 1989. Intensive intermediate Russian language program in all skill areas.

Norwich University, The Russian School, Northfield, VT. Summer 1988. Intensive elementary Russian language program in all skill areas.

TESOL International Association, Alexandria, VA. 2009. Leadership Development Certificate Program.

[Transcripts available upon request]

ADMINISTRATIVE EXPERIENCE:

Director, Center for English as a Second Language, University of Arizona, Tucson, AZ. 8/2003-Present. As director of CESL, I oversee the wellbeing of our students, faculty, and staff by managing the academic, personnel, legal, and financial currents of our center. I act as a liaison between CESL and the university, community, professional organizations, and international members. I oversee CESL's national accreditation by CEA, ensuring the quality of our curriculum, faculty evaluation procedures, and student services for four programs. As an advocate for professionalism in language education, I have worked to develop comprehensive annual performance evaluation procedures and professional development training opportunities for our core of 43 full-time faculty and coordinators and 15 administrators and staff. Additionally I manage the teams for fulfillment of our CESL Enhancement (strategic) Plan through grants development, finances/personnel, immigration and admissions procedures,

international student recruiting, program and curriculum development, and marketing including agreements with international universities and educational agents overseas.

Principal Investigator for recent UA Programs by CESL for the Institute for International Education:

Fulbright Visiting Scholar Program for Iraq 2010
Hubert H. Humphrey Fellowship Program- Summer 2012
Hubert H. Humphrey Fellowship Program - Summer 2011
Hubert H. Humphrey Fellowship Program-Summer 2010
IIE Graduate Studies Pre Academic Program 2012
English for Graduate Studies Program 2012
Graduate Studies Pre-Academic Program 2013

Director, Centers for the Applied and Public Humanities, University of Arizona, Tucson, AZ 7/2014-Present. As Director of CAPH, I oversee several self-funded centers and programs (Center for ESL, National Center for Interpretation, Writing Skills Improvement Program, Academic Bridge Program, and the Critical Languages Program) which provide training, testing, instructional design, and administrative support for a range of foreign and second languages and collaborative initiatives in the College of Humanities.

Interim Director, National Center for Interpretation, University of Arizona, Tucson, AZ. 9/2012-Present. As interim director of NCI, I have been working with staff and other stakeholders to realign NCI programs and priorities with efficient, future-directed professional, strategic, and financially-stable administrative goals. This includes oversight of staff, financial systems, curricular programming, development of a strategic plan, donor relations and grant and project oversight.

Principal Investigator for recent UA Programs by NCI for various agencies:

Navajo Training and Certification Project: University of New Mexico 2013
Texas DARS-DHHS - Development of a Medical Performance Test: Texas Department of Assistive and Rehabilitative Service 2015
Texas DARS-DHHS - Development of a Court Performance Test: Texas Department of Assistive and Rehabilitative Service 2015
Preparacion Online-Building Teacher Capacity for Latino Academic Success and Readiness for Higher Education through Online In-Service: United States Department of Education 2015
Certifying Intermediary Interpreters Who Are Deaf to Ensure Effective Communication for the Deaf, Hard of Hearing, and Deaf-Blind: United States Department of Education/DHHS 2016

ESL Composition Program Academic Program Specialist and Course Coordinator, The Ohio State University, Columbus, OH. 9/2002-2003. As Academic Program Specialist, I taught 1-2 ESL undergraduate and/or graduate composition courses each quarter. Course content ranged from elementary paragraph composition and grammatical topics to more advanced research and proposal writing. All courses utilized interactive and communication software. In addition, I maintained supplemental web pages for each course. As Course Coordinator responsible for one of our undergraduate level courses, I coordinated approximately ten course sections per year in terms of curriculum, teacher advising, and assessment. In addition, as Program Specialist I participated in biannual program placement testing, serve on internal committees, and consulted across the College of Education and university.

ESL Composition Program Coordinator and Instructor, The Ohio State University, Columbus, OH. 9/2001-2002. As Program Coordinator, I coordinated professional development workshops for teachers, supervised lecturers and graduate teaching assistants, facilitated course materials acquisitions, developed and maintained program web pages and listservs, coordinated program placement testing sessions, counseled students about program placement, served on departmental committees, and assisted with other administrative duties. In addition as instructor each quarter, I taught 1-2 graduate level composition courses (5 credits), which entailed 3-5 classroom contact hours per week supplemented by biweekly tutorial sessions with every student.

ACADEMIC ADMINISTRATIVE CONSULTING EXPERIENCE:

Typically, I am called upon to provide a professional external review of a language program in the context of a university. Some programs are starting-up needing advice; others are restructuring, or in general reviewing for best practices or university APRs or possible accreditation.

Institute for Global Initiatives, Kennesaw State University, Kennesaw, GA. January 2013. Lance Askildson, Chief International Officer.

Center for Women's Intercultural Leadership, St. Mary's College, South Bend, IN. 2010-2011. Elaine Meyer-Lee, Director.

Center for the Study of Languages & Cultures, Notre Dame University, South Bend, IN. January 2010. Lance Askildson, Director.

Program for Intensive English, Northern Arizona University, Flagstaff AZ. October 2009. Jackie Evans, Director.

TEACHING EXPERIENCE:

Professor, University of Arizona, Second Language Acquisition and Teaching, Tucson, AZ. 2015-Present. Teach courses to graduate level students in language program administration and methodology for teaching foreign/second languages.

Language Teacher Education Lecturer, University of Arizona, English Department, English Language and Linguistics, Tucson, AZ. 2007-2014. Taught courses to graduate level students on topics including instructional methodology, materials development, and evaluation.

ESOL Teacher Education Lecturer, University of Arizona, Center for English as a Second Language, Tucson, AZ. 2005. Taught second language acquisition component of 100-hour TEFL program in Beijing, China.

ESOL Teacher Education Lecturer, The Ohio State University, Columbus, OH. 1/2003- 6/2003. Working in conjunction with a local school district, I taught K-12 certification graduate level ESOL methodology courses on behalf of The Ohio State University Foreign and Second Language/TESOL Graduate Program. Content covered a range of current methodologies and teaching issues including CALL, assessment, and learner and social issues.

ESL Composition Instructor, The Ohio State University, Columbus, OH. 9/1999—9/2001. As instructor, I taught two courses each quarter with approximately 15 undergraduate or graduate students for 3-5 classroom contact hours per week. Designed and implemented course syllabi and daily lessons. Coordinated and maintained individual and course web pages and listservs. Conducted biweekly tutorial sessions with every student. Responsible for all classroom management. Participated in biannual program placement testing.

Corporate Language Consultant for Aelita Software, Powell, OH. 7/2000-7/2001. Successfully created and supervised an ESL language program complete with speaking, pronunciation, and grammar classes, assessments, and supplemental course materials for newly arrived international employees with varying levels of English proficiency.

ESL Composition Instructor, The Ohio State University, Columbus, OH. 9/1993—9/1999. I taught a range of 3-5 credit undergraduate and graduate composition courses. Designed and implemented course syllabi and daily lessons. Conducted biweekly tutorial sessions with every student. Responsible for all classroom management. Participated in multi-section assessment of midterms and finals.

Middle School Intern, Hilltonia Alternative Middle School, Columbus, OH. 3-6/1999. Spent 10 weeks observing and teaching ESL during certification practicum. Worked collaboratively with mentor teacher in goal setting and assessment.

ESL Instructor, Columbus State Community College, Columbus, OH. 6-8/1998. Full teaching responsibilities including lesson design and evaluation for two 5 credit undergraduate writing classes at the high intermediate level.

Writing Center Tutor, Columbus State Community College, Columbus, OH. 6-8/1998. Tutored native and non-native English speaking college students in English writing, primarily for first year writing courses, for approximately four hours weekly.

Elementary School FLEX Intern, Tremont Elementary School, Upper Arlington, OH. 1-3/1998. Interacted for six hours weekly during certification practicum in supervised first grade class. Independently implemented beginning Russian FLEX program. Worked collaboratively with mentor teacher in other content area activities.

Secondary School Russian Intern, Columbus Alternative High School, Columbus, OH. 9-12/1998. Spent a period of 50 hours observing and teaching Russian during certification practicum. Worked collaboratively with mentor teacher in goal setting and assessment.

ESL Intensive Lecturer, the American Language Program, The Ohio State University, Columbus, OH. 6-9/1997. Met daily for three hours with students and taught an intermediate integrated skills course in the intensive ESL program. Cooperated independently with second instructor to coordinate topics.

ESL Elective Instructor, the American Language Program, The Ohio State University, Columbus, OH. 3-6/1996. Met daily with students to cover specific grammar issues relevant to their course work. Cooperated independently with second instructor to coordinate topics.

ESL Instructor, English Language Schools, Intensive English Program, Eckerd College, St. Petersburg, FL. 6-8/1995. Actively planned and implemented lessons for all skill areas and all proficiency levels. Independently taught six classes/day.

Private EFL Tutor, Moscow, Russia. 1-8/92. Worked privately with students from Croatia, Russia, South Africa, and Hungary. Students' ages ranged from 8 to adult. I met 2-3 times weekly with students to cover lessons, which I developed from available resources.

German Language Drill Instructor, Juniata College, Huntingdon, PA. 8-12/1991. Under the guidance of Dr. Klaus Jaeger, helped formulate and teach elementary level college German lessons according to the "Dartmouth/Rassias Method."

EFL Teacher, Moscow, USSR. 2-5/1991. Taught intermediate and advanced EFL middle and high school classes in Public School #15. (Grades 7, 8, 11). Courses included pronunciation, conversation, composition, and culture.

LIST OF COURSES TAUGHT:

UNIVERSITY OF ARIZONA COURSES:

HUMS 571 Language Program Administration (3 credits) a seminar on theory and application of best practices in foreign/second language program administration. One of three required courses in UA graduate certificate in Language Program Administration.

ENG 613 Methods of Teaching English to Speakers of Other Languages (3 credits)
Foundations, theory, and methodology in English as a second language.

ENG 5950 Language Program Administration (3 credits) Graduate seminar on current issues in administering and leading a foreign/second language academic program.

THE OHIO STATE UNIVERSITY COURSES:

ESL Intensive English Courses:

EDU T&L 023 Advanced Intensive English as a Second Language

Intensive instruction in English as a second language for students with advanced proficiency; listening, speaking, structure, reading, and writing, with emphasis on English for academic purposes.

EDU T&L Grammar Review

Intensive contextualized grammar language seminar for IEP students.

ESL Composition Undergraduate Courses:

EDU T&L 106 General English as a Second Language (5 credit hours) is designed to help the undergraduate student develop fluency and control of the basic skills needed for academic writing. The major fluency exercise is participation in an ongoing email journal group. Regarding academic writing, students do rhetorical reading and analysis of sample texts; they also produce texts that deal with a variety of rhetorical modes and structures, and engage in process-writing exercises that range from pre-writing to peer response. Grammar and syntax are addressed in the context of relevant writing assignments, and individualized attention is given to the student's progress in these areas.

EDU T&L 107 Advanced English as a Second Language (5 credit hours) is designed to give students practical experience with, as well as increased awareness and mastery of academic writing conventions related to summarizing, paraphrasing, documentation, and analytical writing in response to sources. Assignments in reading and in English grammar complement the aims of the writing assignments.

EDU T&L 108.01 Academic Writing in English as a Second Language (5 credit hours) focuses on various practices involving reading and writing about source texts. Students read both nonliterary and literary texts and use them in the writing of a series of academic papers. Citation and documentation techniques for print and electronic texts are discussed, and use of these techniques is required in all papers and exam essays. Students also receive instruction and extensive practice in grammatical editing skills.

ESL Composition Graduate Courses:

EDU T&L 106G General English as a Second Language (5 credit hours) is designed to help the graduate student develop fluency and command the basic skills needed for academic writing. Students do rhetorical reading and analysis of texts from their respective fields; they also begin work on summarizing and paraphrasing skills. Peer review of papers is introduced to increase the students' awareness of text refinement and editing skills. Grammar and syntax are presented and explored in the context of relevant writing assignments, and individualized attention is given to students' progress in these areas.

EDU T&L 107G Advanced English as a Second Language (5 credit hours) is designed to help graduate students develop advanced skills in academic writing. By the end of the course students are expected to write polished essays that incorporate organizational patterns most frequently found in academic prose. Examples of writing by students and professionals are analyzed and used as points of departure for writing. Closely related activities include coverage of grammatical points relevant to the types of essays students are expected to write and revise. In addition, assignments are given to help students increase their competence in vocabulary use and proofreading skills.

EDU T&L 108.02 Writing in English as a Second Language (5 credit hours) is designed to help the graduate student to develop the skills necessary to write about and present research findings. Students learn to synthesize information from various courses, employ appropriate cohesive devices, and organize and present ideas in a coherent and scholarly manner. [Excerpted from www.esl.ohio-state.edu]

Teacher Education Courses:

EDU T&L 640 Methods and Techniques of Teaching English to Speakers of Other Languages (4 credit hours)
Study of the use of new instructional materials for intermediate and advanced TESOL classes; teaching of reading, writing, literature, and culture; evaluation. [Excerpted from www.ureg.ohio-state.edu]

EDU T&L 727 How to Accommodate ESL (English as a Second Language) Students: Introduction to ESL
This course deals with issues specific to ESL children. The course emphasizes linguistic, social, and psychological factors that impact the education of ESL children.

COLUMBUS STATE COMMUNITY COLLEGE:

ESL 100 English as a Second Language: Composition (5 credit hours)
Students will polish their writing skill through grammar reviews, written exercises and the study of sentence structure, rhetoric and essay organization. Students will respond to both the content and technique of college level readings. Students will write essays using description, narration, cause and effect and comparison/contrast. [Excerpted from www.csc.edu/DOCS/coursedescript.htm]

INVITED PROFESSIONAL TALKS:

Distinguished Visiting Scholar, American University, Cairo, Egypt. May 11-4, 2015. Workshops and plenary topics included “Individualized Learning,” “What Makes an Amazing Faculty,” and “Faculty as Leaders.”
Plenary Speaker.

TESOL International Association Annual Convention 2015, Vancouver, Canada. March 2015 With Betty Soppelsa and Mark Algren. “IEP Contributions to Campus Internationalization.” Invited Panelist.

English Language Forum 2014, Qatar University, Doha, Qatar. June 2014. Workshops on “Becoming a Program Administrator” and “Our Future Directions as Leaders” and Plenary, “Teachers as Leaders in the Profession of EFL.” Plenary Speaker.

1st Annual International ELT Conference 2013, Gazi University, Ankara, Turkey. November 2013. “Reflecting on Teachers as Leaders in the Field.” Plenary Speaker.

Penn TESOL East Annual Conference 2013, Abington, PA. November 2013. “Ready, Set, Shine... Attributes of Amazing Teachers.” Plenary Speaker.

ELTA Serbia Annual Conference 2013, Belgrade, Serbia. May 2013. “Teachers as Daring Leaders in the Profession of TEFL.” Plenary Speaker.

TESOL International Association Annual Convention 2013, Dallas, Texas. March 21, 2013. “The TESOL Journey in Developing Great Teachers,” Presidential Plenary Speaker.

ANUPI 2012, Cancun, Mexico, November 2012. “Attributes of Amazing English Language Teachers,” Plenary Speaker.

CESL Summer Teacher Training Program 2012, Guangzhou, China, July 2012. “Attributes of Amazing English Language Teachers,” Plenary Speaker.

CESL Summer Teacher Training Program 2012, Guangzhou, China, July 2012. “Teachers as Leaders in the Profession of TEFL,” Plenary Speaker.

FONELEX 2011, Hermosillo, Mexico, December 2011. “**Teachers as Leaders in the Profession of TEFL,**” Plenary Speaker.

Georgia TESOL, Atlanta, Georgia. October 2010. “**Professionalizing and Advocating ESL Teaching and Training.**” Plenary Speaker.

Peru TESOL, Arequipa, Peru. July 2010. “**Teachers as Leaders in the Profession of TEFL**” Plenary Speaker.

Peru TESOL, Arequipa, Peru. July 2010. “**Leading by Example: Transitioning from Teaching to Administration.**”

Peru TESOL, Arequipa, Peru. July 2010. “**Individual Learners and Teachers: Connecting both in TEFL.**”

Education USA English Teacher Training Workshop, Moscow, Russia. May 2010. “**Individual Learners and Teachers: Connecting Both in TEFL.**”

TESOL International Association Annual Convention 2010, Boston, MA. March 2010. With Mary Ann Christenson, Andy Curtis, and Suzanne Panferov. “**Re-Imagining Yourself as the Leader: Transitioning from Teaching to Positions of Leadership.**”

ANUPI, Ixtapa, Mexico. October 2009. “**Leading by Example.**” Plenary Speaker.

Fulbright-SEP English Teacher Training 3-day Workshop, Guadalajara, Mexico. July 2009. “**Climbing Mountains: Reaching Our Goals.**”

TESOL International Association Annual Convention 2009, Denver, CO. April 2009. with Mark Algren, Christine Coombe, Eric Dwyer, Bill Eggington, Beth Witt, “**Conference/Workshop Planning**” Workshop component of TESOL Leadership Development Certificate Program.

SLAT 8th Annual Interdisciplinary Roundtable, University of Arizona, Tucson, AZ. March 2009. “Crossing Borders: From Teacher to Administrator.”

TESOL International Association Annual Convention 2008, New York, NY. April 2008. with Mark Algren, Christine Coombe, Eric Dwyer, Bill Eggington, Beth Witt, “**Conference/Workshop Planning**” Workshop component of TESOL Leadership Development Certificate Program.

TESOL International Association Annual Convention 2006-2009 with Mark Algren, Christine Coombe, Eric Dwyer, Bill Eggington, Beth Witt, “*Conference Proposal Writing and Presentation Skills.*”

TESOL ARABIA, Dubai, UAE. March 2008. “Who Me? From Teacher to Administrator - Finding Your Voice.”

TESOL ARABIA, Dubai, UAE. March 2008 with Christine Coombe, “The Fish! Philosophy: Having Fun in the Classroom.”

TESOL ARABIA, Dubai, UAE. March 2008 with Mark Algren, Christine Coombe, Eric Dwyer, Bill Eggington, Beth Witt, “The Educational Event and Conference Planning.”

TESOL International Association Annual Convention 2007, Seattle, WA. March 2007. With Christine Coombe and Don Freeman. “Tides of Change: An Evening Forum on Change Management in ELT.”

Cutting-Edge Engineering Education through Actively Integrated English Conference, Toyota Technical Institute, Nagoya, Japan. March 2007. “Trends in English Language Teaching” and “Teacher Evaluation Procedures.”

UCIEP Annual Conference, Bandera, TX. February 2007. "Preliminary Research into Program Administrators Professional Training."

Rocky Mountain TESOL, Phoenix, AZ. October 2006. Plenary, "Learning from our Students and Empowering Ourselves."

Universities and Cultural Change: East and West: UA College of Humanities Series, Tucson, AZ. October 2006. With Dennis Evans and Jun Liu. "The Changing Landscape of Chinese Higher Education."

Guest Lecture. US Education Advising Center, *Moscow, Russia.* July 2006. "Preparing for the New TOEFL iBT."

NAFSA Academy, Prescott, AZ. March 2006. ESL Workshop.

ELT Speakers Series, Shantou University, Guangdong, China. December 2004. "How International Students Study English."

PROFESSIONAL PRESENTATIONS:

NAFSA, Boston, MA. May 2015. With Patricia Juza, Joann McCarthy, Mary Reeves, and Suzanne Panferov. Panel "Internal and External Intensive English Programs: Implications for Accreditation."

NAFSA, Kansas City, MO. May 2010 With Maureen Burke, Gerard Krzic, Karen O'Neill, and Suzanne Panferov. Workshop "Basics of Intensive English Program Administration."

TESOL International Association Annual Convention 2010, Boston, MA. March 2010 With Joyce Kling and Suzanne Panferov. "Trying on a New Hat: Becoming a Program Administrator."

AIEA, Washington DC. February 2010 With Mark Algren, Barbara Hoekje, and Suzanne Panferov. "Establishing and Fostering University English Language Centers: Best Practices."

NAFSA, Minneapolis, MN May 2007. With Jim Bame, Marlin Howard, Suzanne Panferov, Alison Rice and Dawn Turton. "New markets for English language programs: Strategies and issues."

NAFSA, Baltimore, MD. May 2004. With Michele Bowman and Nancy Centers. "Evaluating Student Services."

TESOL International Association Annual Convention 2003, Baltimore, MD. March 2003. "Advocating for LD testing of refugee children."

The Ohio TESOL Conference. Dublin, Ohio. November 2002. "The Impact of Technology Access on Immigrant Literacy Acquisition" as part of the Colloquium: "Computers and Academic Literacy" with Diane Belcher, Joel Bloch, and Alan Hirvela. Discussant: Alister Cumming.

The Ohio TESOL Conference. Dublin, Ohio. November 2001. "Comparisons of immigrant family literacy development."

TELR 2001 Conference, Columbus, Ohio. November 2001. "Online Discourse in English as a Second Language Courses." Presenters: Joel Bloch and Suzanne Panferov.

The Ohio TESOL Conference. Dublin, Ohio. November 2000. "A Case Study of Pre-Service Teachers' Beliefs about Language Learning and Teaching." Presenters: Dr. Keiko Samimy, Yoan Lee, and Suzanne Panferov.

The Ohio TESOL Conference. Dublin, Ohio. November 2000. “Strategies for Implementing Effective Email Peer Reviews.”

TESOL St. Louis, MO. March 2001. “Comparisons of immigrant family literacy development.”

TESOL St. Louis, MO. March 2001. “Whatever! Improving ESL student engagement in writing” Co-Presenters: Edwina Carreon and Ludmila Marchenkova.

TESOL Vancouver, BC. March 16, 2000. “Current Peer Review Research in ESL Writing.” Co-Panelists: Michael Linden-Martin, Randy Sadler and Wei Zhu. Discussant: Diane Belcher.

TESOL Vancouver, BC. March 17, 2000. “Intern, mentor, supervisor perspectives in teacher education.” Co-Presenters: Khadar Bashir-Ali and Brenda Custodio.

The Ohio TESOL Conference. Dublin, Ohio. October 1999. “Creating and Developing Communities of On-line ESL Learners.” Co-Panelists: Greg Kessler, Brad Van Den Elzen, and Tim Vickers.

The Ohio TESOL Conference. Dublin, Ohio. October 1999. “Meeting the needs of Russian ESOL students in Ohio.” Co-Presenters: Pat Hartmann, Ludmila Marchenkova, Laura Mickelson.

TESOL. New York, NY. March 1999. “Empowering Graduate Students through Author-Reader Networking.” Co-Presenters: Khadar Bashir-Ali, Jun Liu, Hilary Raymond, and Stori Zinkhann-Miller.

TESOL. Seattle, WA. March 1998. Co-presented “Contrasting International and Immigrant University Students’ Needs” with David Elliott, Elizabeth Graham, and Patricia Weiland, “Current Research on Acculturation and SLA” with Jette Hansen, Jun Liu, and John Schumann, “ESL Writers’ Perspectives on Computer Online Feedback” with Janina Griffler, and “Immigrant High School Graduates in Higher Education” with Jean Conway, Michael Khirallah, and Eleanor Wilkinson. OSU ESL GTA Travel Award financed expenses.

The Ohio TESOL Conference. Dublin, Ohio. November 1997. Co-Presented “Making the Transition to College: Case Studies of Domestic ESL Students” with David Elliott, Elizabeth Graham, and Patricia Weiland and “Meeting for the *Ohio TESOL Newsletter*” with Theresa Kempker.

Central States Conference on the Teaching of Foreign Languages. Columbus, Ohio. April 1997. “Different Needs: Immigrant and International ESL Students” Co-Presenters: David Elliott, Elizabeth Graham, and Patricia Weiland. Also served as a session facilitator.

TESOL. Orlando, FL. March 1997. “Ethnicity/Residency and University ESL Classroom Participation” Co-Presenter: Yoan Lee. OSU ESL GTA Travel Award financed expenses.

The Ohio TESOL Conference. Dublin, Ohio. October 1996. “Different Needs: Immigrant and International ESL Students.” Co-Presenters: David Elliott, Elizabeth Graham, and Patricia Weiland.

PUBLICATIONS:

Panferov, S. (2012). “Transitioning from Teacher to Administrator.” In Christison, M.A. and F. L. Stoller, Eds. (2nd Ed.) *A handbook for language program administrators*. Burlingame, CA: Alta Book Center Publishers.

Panferov, S. and J. Kling (2012). “Retooling for a new Career: From Teacher to Administrator.” Eds Christine Coombe, Elizabeth England, and John Schmidt. Ann Arbor: University of Michigan Press.

Panferov, S. (2010). “Increasing ELL Parental Involvement in Our Schools: Learning from the Parents.” *Theory into Practice*, 49 (2).

Panferov, S. (2008). "Promoting Intensive ESL Programs: Taking Charge of a Market" in *Leadership in English Language Teaching and Learning*. Eds Christine Coombe, Mary Lou McCloskey, Lauren Stephenson, and Neil J. Anderson. Ann Arbor: University of Michigan Press.

Bloch, J. & **S. Panferov** (in review). "Asynchronic Discourse in an L2 Composition Class." Language Learning and Technology.

Panferov, S. (2000). "One Immigrant Student's Literacy Journey to the University." ERIC Document 444363.

Reviews:

Review of Visions Across the Americas. *The Ohio TESOL Newsletter*. 20 (1), 1996, 8-9.

Review of Focus on Editing. *The Ohio TESOL Newsletter*. 20 (2), 1996, 9 and 18.

PROFESSIONAL SERVICE:

UCIEP Board of Directors, *University and College Intensive English Programs*. 2014-2016. Vice-President 2014-2016, President 2016-2017. Lead 80-member institutional member association in professional development and quality assessment for university-governed English language programs and development of strategic plan. Oversaw annual reviews for membership qualification for intensive ESL member programs across the U.S.

Panel Moderator, *CONAHEC'S 16TH North American Higher Education Conference*. October 2014. Tucson, AZ.

TESOL International Association Board of Directors, *TESOL*. 2011-2014. Elected officer of the TESOL BOD. *President-Elect 2011-2012, President 2012-2013, Past-President 2013-2014*. Lead 13,000-member association in strategic directions to support and promote professionalism in English language teaching across the globe.

IELTS Certified Rater (Examiner No. 993863) 2008-2011. Internationally certified to assess in speaking and writing English proficiency exams.

TESOL International Association Board of Directors, *TESOL*. 2008-2011. Elected member of the TESOL BOD. Participated in policy development and issues discussions. Liaison to several committees during term including chair of Finance and Development Committees.

TESOL Board of Directors, *TESOL*. 2006-2007. Served as non-voting appointed member to the TESOL BOD. Participated in discussions and issues development prior to TESOL 2007 Convention.

TESOL Convention Program Chair, *TESOL 2007, Seattle, Washington*. Oversaw planning and execution of TESOL 2007 convention program content. Nearly 8,000 attendees.

TESOL Convention Committee, *TESOL*. 2005-2008. Served three year term on committee, chaired committee in 2007-2008.

UCIEP Steering Committee, *University and College Intensive English Programs*. 2005-2008. Served as Member-at-Large as well as on Professional Development Committee. Facilitated three annual multi-day professional training meetings and three pre-conference workshops for NAFSA.

Arizona International Educator Conference Planning Committee, *AIE*. 2005. Assisted in planning and execution of annual state conference.

Listserv Manager, *Ohio TESOL*. 1999-2003. Maintained organization's listserv by servicing address errors and subscription changes. Facilitated on-line discussions on topics relevant to professional ESOL teachers /members of Ohio TESOL. Non-voting member of the Ohio TESOL Board of Directors.

Co-Editor, *The Ohio TESOL Newsletter*. 1997-2001. Coordinated and prepared computer layout design and printing of three yearly newsletter publications. Met regularly with the Ohio TESOL Board of Directors.

Student Liaison, *The Ohio State College of Education Faculty Personnel Committee*. 1997-1999. Regularly attended meetings of the committee reflecting student input on personnel issues such as establishing a college student grievance policy and revising tenure and promotion documents across all three schools within the College of Education.

Column Editor, *The Ohio TESOL Newsletter*. 1996-1997. Solicited and edited reviews column for three yearly newsletter publications.

President, *Foreign and Second Language Education Graduate Association of Students*. 1996-1998. For the Ohio State University graduate program in Foreign and Second Language Education Helped coordinate and oversee numerous graduate student professional and social activities. Acted as a liaison between student body and faculty.

Information Committee Chair, *Foreign and Second Language Education Graduate Association of Students*. 1995-1996. For the Ohio State University graduate program in Foreign and Second Language Education. Facilitated distribution of departmental and professional information for graduate students by creating an organizational email list.

UNIVERSITY SERVICE (University of Arizona):

Affiliate Faculty Member of Second Language Acquisition and Teaching Ph.D. Program, 2004-Present. Tenure-Equivalent.

Global Initiatives College Advisory Committee Member, 2003-Present.

Chair, Search Committee, for Division of International Affairs for position of Director of Office of International Faculty and Scholars. 2007.

Search Committee Member for English Language and Linguistics Program of the English Department for two assistant professor positions. 2007.

ACADEMIC ADVISING (University of Arizona):

Chair of Doctoral Dissertation Committee:

In-Progress:

Migdalia Rodriguez, Second Language Acquisition and Teaching

Adnan Alobaid, Second Language Acquisition and Teaching

Veronika Williams, Second Language Acquisition and Teaching

Samina Yasmin, Second Language Acquisition and Teaching

Member of Doctoral Dissertation Committee:

In-Progress:

Fahd Alawi, Second Language Acquisition and Teaching

Merica McNeil, Second Language Acquisition and Teaching

Vicky Zander, Second Language Acquisition and Teaching

Julie Hammick, Second Language Acquisition and Teaching

Completed:

Molly Alcaraz, Perspectives from SEI Teachers Instructing in Arizona's Four-Hour ELD Block

Lance Askildson, Second Language Acquisition and Teaching
Robert Cote, Second Language Acquisition and Teaching
Yumiko Muramatsu, Second Language Acquisition and Teaching

Member of Doctoral Candidacy Examination Committee:

Lance Askildson, Second Language Acquisition and Teaching
Robert Cote, Second Language Acquisition and Teaching
Olga Geissler, Second Language Acquisition and Teaching
Yumiko Muramatsu, Second Language Acquisition and Teaching
Migdalia Rodriguez, Second Language Acquisition and Teaching
Yang Ying, Second Language Acquisition and Teaching

FOREIGN LANGUAGE PROFICIENCIES:

I am proficient in the following languages:

English: Native
Russian: Fluent
German: High Intermediate
Spanish: Low Elementary

PROFESSIONAL AWARDS:

Fulbright Administrator Exchange Participant, 2009. Exchange with partner administrator in Guadalajara, Mexico.

Ohio TESOL George Hertrich Service Award, November 14, 2003.

RELEVANT WORK EXPERIENCE:

Franklin-*TESOL Spell Event Judge.* 2012, 2010, Russia. 2010, Senegal. 2009, Argentina. Monitored spell event participants' spelling and judged for accuracy.

Editorial Consultant, McGraw Hill Publishing House, 2006-2007. Served on all as professional ESL curricular advisor to team creating a science content ELL textbook series.

Russian Translator. 9/1994. Transcribed and translated Russian audio interviews for documentary film "Disgraced Monuments," which aired on BBC in London under the direction of Laura Mulvey.

Assistant to News Bureau Chief, Moscow, Russia. Federal News Service. 3-6/1992. Major responsibilities included editing and communicating immediate news releases. High intensity job. Supervisor Nicholas Pilugin.

Freelance Editor, Moscow, Russia. Business International. 3-7/1992. Edited translated work for international bulletin as need arose. Director Jim Nail.

Russian-English Interpreter for Mental Health Therapy. Summer 1992. Consecutive interpreting included admittance trial and group therapy sessions. Philhaven Hospital, Mt. Gretna, PA.

Language Laboratory Assistant, Juniata College, Huntingdon, PA. Fall 1991, 1988-89. Maintained lab system, prepared cassettes, clerical work.

Admissions Campus Tour Guide, Juniata College, Huntingdon, PA.. 1988-89. Gave tours and presentations to prospective students.

REFERENCES:

References upon request