

Kris Acheson-Clair, PhD

Curriculum Vitae

CONTACT INFORMATION:

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Purdue University
155 S. Grant Street, 105-G
West Lafayette, IN 47907
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EDUCATION:

Arizona State University, Tempe, AZ: Interdisciplinary PhD (May, 2008), Communication
Specialization: Intercultural Communication
Chair: Dr. Jacqueline Martinez, GPA: 4.0
Dissertation: Relative silence: A phenomenological study of silences, families, and addiction.

Georgia State University, Atlanta, GA: M.A. (May, 2004), Applied Linguistics & TESOL
Chair: Dr. Gayle Nelson, GPA: 4.0

Berry College, Rome, Georgia: B.A. (May, 1996), *Summa Cum Laude*
Spanish (*Study Abroad*: Center for Cross-Cultural Study, Sevilla, Spain, 1995)
Fine Arts (*Concentration*: Oil Portraiture)
GPA: 3.9; Major GPA: 4.0

ACADEMIC POSITIONS:

Purdue University. Associate Director of Intercultural Pedagogy and Scholarship, Center for Intercultural Learning, Mentorship, Assessment, and Research (February 2017-present)

Purdue University. Intercultural Learning Specialist, Office of the Dean of International Programs (July 2016-February 2017) West Lafayette, IN

Georgia State University. Lecturer & Director of the Undergraduate Program, Department of Applied Linguistics & ESL (Fall 2010-Summer 2016) Atlanta, GA (granted promotion to Senior Lecturer, Spring 2016)

Zamorano University (*Escuela Panamericana Agrícola, Zamorano*). US Fulbright Scholar, Research and Teaching (January-September 2015) Tegucigalpa, Honduras

Georgia State University TESOL Academy. Intercultural Communication Instructor. (Summer 2014) Guangzhou, China

Pike County Schools. Chair, Foreign Language Department (2009-2011); Spanish Teacher & ESOL Instructor (2008-2011) Zebulon, GA

Arizona State University, Hugh Downs School of Human Communication. Graduate Teaching Associate (2004-2008) Tempe, AZ

Georgia State University, Intensive English Program. Graduate Teaching Assistant (2003-2004) Atlanta, GA

Regional Educational Service Agency. Instructor & Curriculum Developer (2001-2011) Griffin and Grantville, GA

Callaway High School. Spanish Teacher (2001-2003) LaGrange, GA

Tulane University, ESL Institute. ESL Instructor (2000-2001) New Orleans, LA

Interactive College of Technology. ESL Instructor (1998-1999) Atlanta, GA

PUBLICATIONS, GRANTS, AND PERFORMANCES:

Peer-Reviewed Journal Articles

- Acheson, K., & Schneider-Bean, S. (in press, 2018). Representing the Intercultural Development Continuum as a pendulum: Addressing the lived experiences of intercultural competence development and maintenance. *European Journal of Cross-Cultural Competence and Management*
- Hickman, L. & Acheson, K. (2018). You can't pick your cultural upbringing: How perceptions of controllability influence intercultural competence and its development. *Refereed proceedings of the Academy of Human Resource Development*. St. Paul, MN: Academy of Human Resource Development.
- Acheson, K., Taylor, J., & Luna, K. (2016). [The burnout spiral: The emotion labor of five rural U.S. foreign language teachers](#). *The Modern Language Journal*, 100, 522-537.
- Acheson, K., Nelson, M., & Luna, K. (2015). [Measuring the impact of instruction in intercultural communication on secondary Spanish learners' attitudes and motivation](#).* *Foreign Language Annals*, 48(2), 203-217.
- Wandschneider, E., Pysarchik, D. T., Sternberger, L. G., Ma, W., Acheson, K., et al. (2015). [The Forum BEVI project: Applications and implications for international, multicultural, and transformative learning](#). *Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 150-228.
- Acheson, K. (2013). "Waffle booty" and other tales of gender and class in the House. *Southern Studies*, 20(1), 41-59.
- Acheson, K. (2009). The birth of silences: An ethnography of communication on families of addicts. *The Iowa Journal of Communication*, 41, 163-190.
- Acheson, K. (2008). [Silence as gesture: Rethinking the nature of communicative silences](#). *Communication Theory*, 18, 535-555.
- Acheson, K. (2007). Silence in dispute. In C. S. Beck (Ed.), *Communication Yearbook 31* (pp. 1-58). Mahwah, NJ: Lawrence Erlbaum Associates.
- Acheson, K. (2006). Black shepherd, White sheep: A phenomenological study of a Southern church. *Race, Gender & Class*, 13, 170-190.
- Acheson, K. (2004). Do our kids have an attitude?: A closer look at the U.S. foreign language classroom. *Working Papers in Applied Linguistics*. Atlanta: Georgia State University.

Edited Book Chapters

- Acheson, K., Dirkx, J., & Shealy, C. (in press, 2019). Assessing transformative learning. In E. Kostara, A. Gavrielatos, and D. Loads (Eds.), *Transformative learning theory and praxis: New perspectives and possibilities*. Routledge.
- Acheson, K., Dirkx, J., Wiley, J., Ullum, C., Kapadia, S., & Bhuyan, D. (in press, 2019). Operationalizing and measuring transformation of the self in high impact learning. In C. Shealy (Ed.), *The Globally Sustainable Self*. Oxford University Press.
- Acheson, K., & Nelson, R. B. (in press, 2018). Analyzing the form and extent of emotion labor among US public school foreign language teachers with the Emotional Labour Scale. In C. Gkonou, J.-M. Dewaele, & J. King (Eds.), *Language teaching: An emotional rollercoaster*. Multilingual Matters.
- Acheson, K., & Taylor, J. (2016). Exporting trained TESOL professionals, not just native speakers: A case study of Georgia State University. In L. T. Wong & A. Dubey-Jhaveri (Eds.), *English Language Education in a Global World: Practices, Issues and Challenges*. New York: Nova Science Publishers.

- Wandschneider, E., Pysarchik, D. T., Sternberger, L. G., Ma, W., Acheson, K., et al. (2016). The Forum BEVI project: Applications and implications for international, multicultural, and transformative learning. In C. Shealy (Ed.), *Making sense of beliefs and values*. New York: Springer.
- Nelson, G. L., & Acheson, K. (2015). Intercultural competence and Applied Linguistics. In J. Bennett (Ed.), *Encyclopedia of Intercultural Competence*. Thousand Oaks, CA: Sage.
- Acheson, K. (2013). Fences, weapons, and gifts: Silences in the context of addiction. In S. Malhotra and A. Carrillo Rowe (Eds.), *Silence and power: Feminist reflections at the edges of sound* (pp.188-199). New York: Palgrave Macmillan.
- Acheson, K. (2010). Navigating silences in international business contexts. In M. B. Hinner (Ed.), *Forum for General and Intercultural Business Communication, Volume 6*, (pp. 187-220). Frankfurt: Peter Lang.
- Acheson, K. (1997). Divorce: The fix-all solution? In Cooley, M.E., & Powell, K. *Making choices: Reading issues in context*. Boston, MA: Houghton Mifflin.

Grants

- National Archives. \$250,000. (awarded 2018-2021). Achivist Leadership Institute. (Co-PI, with PI Dr. Mesut Akdere)
- National Science Foundation. \$3,000,000. (under review). Enhancing Safety for the Future Aviation Workforce through Virtual Reality Learning Innovations. (Co-PI, with PI Dr. Mesut Akdere)
- National Science Foundation. \$3,000,000. (under review). Augmenting Interpersonal Skills Acquisition for Tacit Knowledge Utilization through Virtual Reality: A Comparative Study of Employee Generations in Manufacturing. (Co-PI, with PI Dr. Mesut Akdere)
- NIFA. 30,000. (under review). Development of an Interculturally Competent and Global Ready Poultry Workforce. (Co-PI, with PI Dr. Elizabeth Karcher)
- Center for Instructional Effectiveness, Georgia State University. \$15,000. (2015-2016). University Teaching Fellowship.
- Center for Urban Language Teaching and Research, Georgia State University. \$5,750. (2015-2016). Research Fellowship.
- Department of State. \$57,000. (2015). Fulbright Scholar Award, Honduras, Teaching/Research.

Performances and Exhibitions

- Acheson, K. (2008). *Relative silence*. A full-length performance with an ensemble cast performed April 4, 5, & 6 at the Empty Space Theater, Tempe, AZ. Directed by Jennifer Linde.
- Acheson, K. (2007). *Stupefied*. A program of autoethnographic poetry performed March 23 & 24, 2007 at the Empty Space Theater, Tempe, AZ as part of the Graduate Student Showcase.
- Acheson, K. (1996). *Daughters*. A one-artist show of painting, monotype prints, photography, and sculpture exhibited during the month of April at the Moon Gallery, Rome, GA.

Publications in Progress and Current Research Projects

- Morris, P., Snodgrass, L., & Acheson, K. (revised and resubmitted for review). Assessing the intercultural sensitivity of students in an agriculture diversity and social justice course. *Multicultural Education Review*
- Acheson, K. (under review). Metaphorical understandings of the phenomenon of silence. *Text & Talk*

- Fish out of water: Venturing abroad without getting flushed.* Non-fiction popular press book co-authored with Sundae Schneider-Bean, South Africa
- Large-scale quantitative measure of intercultural competency among GSU students, using the Beliefs, Events and Values Inventory
- Quantitative measurement of students' intercultural competency in a Honduran ESP (agricultural) context
- Large scale pre-post data collection in the Purdue Polytechnic using the Beliefs, Events and Values Inventory and the Intercultural Development Inventory (Co-PI Dr. Robert Cox)
- Program evaluation of AGR 201 using the Beliefs, Events and Values Inventory as a pre/posttest

LECTURES AND PRESENTATIONS:

Invited and Key Note Lectures

- Acheson, K. & Pettitt, N. (October 28, 2015). *Workshopping the quality/ies of L2 qualitative research*. Invited pre-conference half day workshop, 34th Second Language Research Forum, Atlanta, Georgia.
- Acheson, K. (September 13, 2015). *What now?: Looking forward and looking back*. Key note speech presented at the Lessons from Abroad Conference, Atlanta, GA.
- Acheson, K. (August 10, 2015). *Zamorano's Institutional Profile: Results of an Organizational Ethnography*. Invited lecture, Zamorano University, Tegucigalpa, Honduras.
- Acheson, K. (June 20, 2015). *Intercultural Communication for Librarians*. Invited half day workshop, Universidad Nacional Pedagógica, Tegucigalpa, Honduras.
- Acheson, K. (April 17, 2015). *Institutional Cycles of Assessment*. Invited lecture at Zamorano University (Escuela Panamericana Agrícola), Tegucigalpa, Honduras.
- Acheson, K. (September 6, 2014). *Afterwards: Making the most of your study abroad*. Key note speech presented at the Lessons from Abroad Conference, Atlanta, GA.
- Acheson, K. (November 14, 2013). *Georgia State University and the Atlanta international community*. Invited lecture, International Showcase, DeFoor Center, Atlanta, GA.

Peer-Reviewed Conference Presentations

- Acheson, K. (April, 2018). Operationalizing Transformative Learning Theory with the BEVI and AAC&U VALUE Rubrics. NAFSA Research Symposium, Washington, D.C.
- Akdere, M., & Acheson, K. (February, 2018). Virtually Effective: Immersive Technologies for Intercultural Leadership Development. 75 minute presentation at the WISE annual conference, Winston Salem, NC.
- Hickman, L., & Acheson, K. (February, 2018). Innovative Applications of Attribution Theory: How Perceptions of Cultural Controllability Impact Intercultural Competence and its Development. 75 minute presentation at the WISE annual conference, Winston Salem, NC.
- Acheson, K., & Speir, S. (February, 2018). Co-Curricular Intercultural Programs: Connecting Classrooms to the World. 75 minute presentation at the WISE annual conference, Winston Salem, NC.
- Acheson, K., & Schneider-Bean, S. (October, 2017). Representing the Intercultural Development Continuum as a pendulum. 75 minute presentation at the SIETAR-USA annual conference, San Diego, CA.
- Yngve, K., & Acheson, K. (October, 2017). One instrument doesn't fit all: Scaling up intercultural learning and assessment at a land-grant institution. 75 minute presentation at the SIETAR-USA annual conference, San Diego, CA.

- Thomas, R., Acheson, K., Evans, Z., Yngve, K., & Watters-Brown, A. (October, 2017). Bridging organizational divides: A guided discussion on building healthy alliances between intercultural and diversity professionals. 90 minute presentation at the SIETAR-USA annual conference, San Diego, CA.
- Acheson, K., & Akdere, M. (June, 2017). Developing Intercultural Leadership Competencies through Virtual Reality: A Model Collaborative Research Design. 20 minute presentation at the Polytechnic Institute Summit. Purdue University.
- Acheson, K., Dirkx, J., & Shealy, C. (April, 2017). High Impact Learning in Higher Education: Operationalizing the Self-constructive Outcomes of Transformative Learning Theory. 30 minute presentation at the Transformative Learning Theory and Praxis Symposium, Edinburgh, Scotland.
- Brzezinski, M., Acheson, K., & Cox, R. (February, 2017). Incentivizing faculty-led study abroad and intercultural learning outcomes: A grant program model. 75 minute presentation at the WISE annual conference, Winston Salem, NC.
- Acheson, K., & Nelson, G. (May, 2016). Strategies and tools for assessing program impacts on global and intercultural competencies. 60 minute presentation at the NAFSA Annual Conference, Denver, CO.
- Acheson, K., & Piñango, M. (February, 2016). Developing intercultural competency to more effectively work with diverse students. 50 minute panel presentation at the Georgia Association of International Educators Annual Conference, Pine Mountain, GA.
- Acheson, K., & Chastain, A. A. (November 2014). *TESOL as Intercultural Communication*. 90 minute workshop presented at the International Association of Languages and Intercultural Communication 2014 Annual Conference, Aveiro, Portugal.
- Acheson, K. (February 2013). *Emotion labor of US FL teachers*. Paper at the American Association of Applied Linguists 2013 Annual Conference, Dallas, TX.
- Acheson, K. (October 2010). *Balancing equations: Family + Career = The Good Life?* Panel at the Organization for Communication, Language, and Gender 2010 Annual Conference, Tampa, FL.
- Acheson, K. (November 2009). *Re-positioning ethnography in mixed methodologies* (co-authored with Dr. Elizabeth Richard, St. Louis University). Paper at the National Communication Association 2009 Annual Conference, Chicago, IL.
- Acheson, K. (November 2009). *White flight, Black apathy, and other 2nd wave issues of an interracial church*. Paper at the National Communication Association 2009 Annual Conference, Chicago, IL.
- Acheson, K. (October 2008). *Stretching beyond the Ivory Tower: A round table discussion of turning research into social justice action*. Panel at the Organization for Communication, Language, and Gender 2008 Annual Conference, Nashville, TN.
- Acheson, K. (November 2007). *The barriers of ethno- and linguicentrism: Foreign language students' need for intercultural communication instruction*. Paper at the National Communication Association 2007 Annual Conference, Chicago, IL.
- Acheson, K. (June 2007). *Silence as gesture*. Paper at the International Association for the Study of Semiotics 2007 World Conference, Helsinki and Imatra, Finland.
- Acheson, K. (February 2007). *Black shepherd, White sheep: A phenomenological study of a Southern church*. Paper at the Western States Communication Association 2007 Annual Conference, Seattle, WA.
- Acheson, K. (November 2006). *The birth of silences: An ethnography of communication on families of addicts*. Paper at the National Communication Association 2006 Annual Conference, San Antonio, TX. [Top paper panel for Ethnography Division]

- Acheson, K. (February 2006). *Silence as communication in dispute*. Paper at the Western States Communication Association 2006 Annual Conference, Palm Springs, CA.
- Acheson, K., & Bilge, N. (November 2005). *The magnetic belly: A study of haptic norms and pregnancy*. Paper at the National Communication Association 2005 Annual Conference, Boston, MA.
- Acheson, K. (April 2004). *Taboos: Purposes and social benefits*. Paper at the Southeastern Conference on Linguistics LXX, University of Alabama, Tuscaloosa, AL.
- Acheson, K. (March 2004). *Bien educado: Role expectations of U.S. teachers and Mexican students*. Paper at the GATESOL 2004 Annual Convention, Augusta, GA.

RESEARCH INTERESTS:

- Development and assessment of intercultural competencies, especially as they relate to mobility and diverse communities in the higher education setting.
- Cultural identifications, social constructions of identity, and linguistic and nonverbal performances of race/ethnicity, gender, and class.
- Culturally situated meanings and pragmatic uses of communicative silences.

ADMINISTRATIVE EXPERIENCE AND SERVICE:

Department/Unit Level

- Associate Director of Intercultural Pedagogy and Scholarship, Center for Intercultural Learning, Mentorship, Assessment and Research, Purdue University (2017-present) – Responsible for managing staff and resources to support the CILMAR mission, collaborating with Purdue stakeholders to embed intercultural learning outcomes in courses and programs, driving intercultural SOTL research through appropriate publication channels and supervising the identification, training and support of potential intercultural mentors across campus.
- Director of the Undergraduate Program, Department of Applied Linguistics, Georgia State University (2011-2016) – My duties as undergraduate director included scheduling courses, recruiting and advising majors, supervising graduate student teaching assistants, and serving on the college undergraduate council.
- Chair, Undergraduate Curriculum Committee, Department of Applied Linguistics, Georgia State University (2011-2016)
- Chair, A/P Staff Hiring Committee, CILMAR (2016-2017)
- Member, Development Committee, Department of Applied Linguistics, Georgia State University (2014-2016)
- Chair, Foreign Language Department, Pike County High (2009-2011) – This position entailed managing faculty, providing staff development, coordinating curriculum and assessments across the department, developing a course schedule, staffing courses, administering a budget, and creating and revising school-wide policies.

College Level

- Chair, Student Evaluation Committee, Honors College, GSU (2013-2016)
- Chair, Academic Honesty Committee, College of Arts & Sciences, GSU (2012-2016)
- Secretary, GSU College of Arts & Sciences Undergraduate Council (2011-2013)
- Member, Undergraduate Council Executive Leadership Committee (2012-2016)
- Member, Curriculum Committee, Honors College, GSU (2013-2016)

University Level

- Fulbright Reviewer and Interviewer, Purdue (2018, 2017, 2016) and GSU (2015, 2014)

Lead Faculty Trainer, Global Education Initiative, GSU (2012-2013)
Program Evaluator, Global Education Initiative, GSU (2012-2013)
Trainer on Globalizing the University, University Advisement Center (2014)
Task Force Member, South Korea Student Programs Committee (2012-2016)
Chair, Summer Bridge Committee, Georgia State University (2012-2013)
Grant Reviewer, Office of International Initiatives, Georgia State University (2012)
Scholarship Reviewer, Study Abroad Office, Georgia State University (2012, 2013)
Faculty Award Reviewer, Center for Instructional Innovation, GSU (2013)
Faculty Award Reviewer, Office of International Initiatives, GSU (2013)

COURSES TAUGHT:

Purdue University, West Lafayette, IN

Cultural Engagement, Communication, and the Workplace, YDAE 591 (Spring 2018) – I collaborated with Dr. Lisa Snodgrass, post-doc in the College of Agriculture, to design and teach this new graduate seminar that serves students across campus by helping them to apply communication theories to specific professional contexts and develop practical competencies for communicating effectively across difference.

Fundamentals of Speech Communication, COM 114 (Winter Break 2017) – I designed a new short term faculty led study abroad course to Brazil to fill a gap at Purdue, offering a core course to attract first year students to study abroad. In its first year, the program had 49 applications and has a full roster of 21 students.

Mentored Intercultural Experience, COM 30301 (Fall 2017) – I submitted this course for approval through the curriculum committee in the College of Liberal Arts, to meet the needs of study abroad students in the SAIL scholarship program as well as to serve incoming international students and scholars.

Global Engineering Experience, ENGR 397 (Spring 2018, Fall, 2017, Spring 2017, Fall 2016) – A companion to study abroad or international internship experience. Through a series of guided assignments that integrate experiential activities embedded in the host community with reflective writing that solicits feedback from both peers and an intercultural mentor, students are challenged to develop intercultural competencies while living in a different culture.

Zamorano University (Escuela Panamericana Agrícola, Zamorano), Tegucigalpa, Honduras.

Global Seminar (2 sections, Winter 2015) – a colloquium on sustainable agriculture and related global issues, with a series of video conference debates in collaboration with Cornell University, Melbourne University, Beijing Normal University, and EARTH.

Reading for Research (2 sections, Spring 2015) – a seminar with workshops on reading for the purpose of gathering research for writing projects, focusing specifically on finding, establishing the validity of, organizing and synthesizing information.

Georgia State University, Department of Applied Linguistics and ESL, Atlanta, GA

Intercultural Communication, AL 8330 (Fall 2010, Spring 2011, Summer 2012, Spring 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Fall 2015, Summer 2016) – I developed the syllabus, chose materials, and created assignments for this graduate level course, which introduces basic concepts and principals in ICC such as ethnocentrism, conflict, and adaptation, and applications of intercultural theories to the language classroom. Summers, I teach 8330 on study abroad.

- Understanding Miscommunication, AL 2231* (Fall 2015) – One of our introductory courses in applied linguistics, this course surveys a broad spectrum of linguistic and intercultural sources of misunderstanding and takes an applied approach to preventing and repairing miscommunication in interpersonal interactions.
- Communicating across Cultures, AL 4151* (Spring 2011, Fall 2011, Spring 2012, Summer 2012, Fall 2012, Fall 2013, Spring 2014, Summer 2014) – This is an upper level undergraduate course designed by Dr. Gayle Nelson and myself as a *Critical Thinking through Writing* course for applied linguistics majors. The curriculum explores concepts in intercultural communication and teaches cultural discovery skills through ethnographic research methods. I also now teach this course as month-long faculty-led study abroad programs in Switzerland and China.
- Language in Society, AL 3031* (Fall 2011, Spring 2012, Fall 2012) – This is the first of two *Critical Thinking through Writing* courses that applied linguistics undergraduate majors must take. The curriculum focuses on sociolinguistics theories and applications, taking a critical perspective to encourage students to think about how societies perceive and use languages. Topics include language varieties, language styles, language attitudes, prejudice, discrimination, language death, and language policies.
- TEFL I, AL 3051* (Fall 2010, Fall 2011, Fall 2012) – This is one of five courses that Applied Linguistics undergraduates can take to earn a TEFL (Teaching English as a Foreign Language) Certificate to teach English abroad. The course's main foci are pedagogy and culture, with an emphasis on making pedagogical choices informed by the sociopolitical big picture as well as local cultural contexts, and on strategies for cultural discovery and adjustment for TEFL.
- Languages of the World, AL 2102* (Spring 2013, Fall 2014) – This is a lower level elective course designed to meet core curriculum requirements and introduce the discipline to non-majors or pre-majors. I completely revamped the curriculum in 2013, making it into a hybrid course that met half on campus and half asynchronously online. For the online portion of the course, I collected materials and published a digital textbook for students to work through online.
- TEFL II, AL 4161* (Summer 2013, Summer 2014) – This is the last of the five courses that Applied Linguistics undergraduates can take to earn a TEFL. It is a practicum course, where students observe, assist in, and then lead lessons in English for Academic Purposes classrooms. During May 2013 I taught this course as a study abroad in Shanghai, China.
- Honors Colloquium on Silences, HON 3260* (Fall 2013, Spring 2016) – I developed this interdisciplinary upper level honors seminar for the Honors College, titled *Silences: From Silencing, Secrets, and Taboos to Listening, Persuading, Worshiping, and Healing*. The course investigates silence in the fields of medicine, law, politics, film, architecture, music, education, religion and business.

Pike County Schools, Zebulon, GA

- Spanish 3* (Fall 2010, Spring 2011)
Spanish 2 for Heritage Learners (Fall 2009, Spring 2010, Fall 2010, Spring 2011)
Spanish 2 (Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011)
Spanish 1 for Heritage Learners (Fall 2010, Spring 2011)
Spanish 1 (Fall 2010, Spring 2011)
ESOL (Fall 2008, Spring 2009)

Arizona State University, Hugh Downs School of Human Communication, Tempe, AZ

Gender and Communication, COM 316 (Spring 2008, Summer 2008) – Upper level course for communication majors, taught from a critical perspective and focusing on gender as a social construct performed through communication.

Special Topics: Communicating Whiteness, COM 494 (Fall 2007) – I designed this course to fill what I see as a gap in the curriculum in the communication department at ASU: There was no undergraduate course on race/ethnicity. This course surveys literature in the field of Whiteness Studies, providing students with thought-provoking yet accessible readings and anonymous writing assignments to encourage them reflect on how their identities are shaped by and in relation to Whiteness in our culture.

Introduction to Communication, COM 100 (Fall 2007) – Large lecture-style basic communication course.

Special Topics: Communicative Silences, COM 394 (Spring 2007) – I developed the curriculum for this special topics upper level elective course based on my dissertation research. The course reviewed a variety of germinal and recent literature on silence from different paradigms and asked students to investigate silence in their own lived experience from a phenomenological approach. It was the first class on silence to be taught at Arizona State University.

Language, Culture and Communication, COM 371 (Fall 2006, Spring 2007) – With no course coordinator or textbooks assigned to this upper level elective course, I was free to design the curriculum myself. I chose textbooks on semiotics and linguistic anthropology and a course pack of articles that explores the complex relationships between language, culture, and communication through self-reflective post-structural and post-colonial frameworks.

Qualitative Methods, COM 609, (Fall 2006) – Teaching assistant to Dr. Linda Lederman in her doctoral methodology course teaching qualitative methods.

Intercultural Communication Theory and Research, COM 463 (Spring 2006, Summer 2006, Summer 2007) – Upper level course surveying intercultural communication theory and research from social scientific, interpretive, and critical paradigms.

Special Topics: Intercultural Ethnography, COM 394 (Fall 2005) – I designed this upper level elective qualitative methodology class focusing on the theories, practices, and ethics of conducting and reporting ethnographic research with culturally different others. Students read ‘how-to’ textbooks as well as example articles reporting research and, in groups, conducted ethnographic projects and wrote and performed full-length reports.

Elements of Intercultural Communication, COM 263 (Fall 2004, Spring 2005, Spring 2008) – Introductory level intercultural communication course with an applied, practical focus and a dialectical approach to theory and research.

Georgia State University, Atlanta, GA

Intensive English Program, Academic Writing, IEP 0940 (Fall 2003, Spring 2004)

Regent’s Exam Preparation, Reading, RGT 0199i (Fall 2003)

West Georgia Regional Educational Service Agency, Griffin and Grantville, GA

Spanish Conversational Skills (Spring 2002, Summer 2002, Fall 2002, Spring 2003, Spring 2009) – I developed this course in response to requests from local

teachers for basic communicative skills in Spanish, for speaking with non-English-speaking parents. The 30 hours of curriculum include introductory Spanish, intercultural communication training, and compensatory communication strategies to circumvent limited second language proficiency. *Survival Spanish for School Nurses* (Spring 2003) – I designed this course to help school nurses communicate medical conditions and instructions not only with Hispanic ESOL students but also with their non-English-speaking parents. The language portion of this course focuses on medically-oriented vocabulary.

Callaway High School, Hogansville, GA

Spanish 1 (Fall 2001, Spring 2002, Fall 2002, Spring 2003)

Spanish 2 (Fall 2001, Spring 2002, Fall 2002, Spring 2003)

Tulane University, ESL Institute, New Orleans, LA

Integrated Skills (Winter 2000, Spring 2000, Fall 2000)

Composition (Winter 2000, Spring 2000)

Listening Comprehension (Fall 2000)

Pronunciation (Winter 2001)

Interactive College of Technology, Atlanta, GA

ESL Level 4 (Fall 1998) – Intermediate English as a Second Language

ESL Level 9 (Winter 1999, Spring 1999, Summer 1999) – Advanced ESL

TEACHING INTERESTS:

Intercultural competency pedagogy and assessment (faculty/staff/graduate student professional development)

Intercultural communication

Racial/ethnic, gendered, class, and linguistic identities and communication styles

Qualitative research methodologies

Communicative silences and nonverbal communication

Performance studies

Language pedagogy

SERVICE:

Profession

Editor, *InterCom*, the Newsletter of TESOL's Intercultural Communication Interest Section (2013 to 2015)

Editorial Review Board Member, *Discovery: Undergraduate Research Journal* (2014 to 2016)

Editorial Review Board Member, *Western Journal of Communication* (2012 to 2016)

Editorial Review Board Member, *Race, Gender, & Class* (2011 to 2017)

Book Reviewer, Oxford University Press (2016)

Book Reviewer, Cambridge University Press (2016, 2017)

Reviewer, *Modern Language Journal* (2016)

Reviewer, *Foreign Language Annals* (2015, 2016, 2017)

Reviewer, *International Journal of Communication* (2015)

Reviewer, *National Forensics Journal* (2014)

Reviewer, *Southern Studies* (2013)

Reviewer, *Communication Monographs* (2009, 2012)
Reviewer, *Society and Space* (2010, 2011)
Reviewer, *Communication and Critical/Cultural Studies* (2009, 2010)
Reviewer, *Communication Theory* (2009, 2010)
Reviewer, *Journal of International and Intercultural Communication* (2009, 2010)
Production Editor, COMOPS Journal (2006-2008) – An online journal funded by the Center for Strategic Communication at Arizona State University that published weekly analyses of contemporary issues and events from a theoretical perspective. See <http://csc.asu.edu/> for more details.
Conference Reviewer, SLRF (2015)
Conference Reviewer, AAAL, Language, Culture, Socialization & Pragmatics (2011)
Conference Reviewer, NCA, Ethnography (2005, 2006, 2009); ICC (2009)
Judge, NFA National Tournament (1998, 2003, 2007, 2012, 2013)

PROFESSIONAL ASSOCIATIONS (not all memberships are current):

NCA, National Communication Association
OSCLG, Organization for the Study of Communication, Language, and Gender
ICA, International Communication Association
NAFSA, Association of International Educators
IALIC, International Association of Languages and Intercultural Communication
AAAL, American Association of Applied Linguists
TESOL, Teachers of English to Speakers of Other Languages
ACTFL, American Council of Teachers of Foreign Languages
MLA, Modern Language Association

AWARDS:

Nominated by Georgia State University's Associate Provost as the university's representative for the state-wide *Georgia Regents' Scholarship of Teaching and Learning Award* (2016)
Nominated for the *Georgia State University Undergraduate Director of the Year Award* (2016)
Nominated for the *Georgia State University Global Engagement Award*, an annual university-wide award for faculty engaged in internationalizing the university through research, teaching and service (2015)
Nominated for the *Ellis-Bochner Autoethnography and Personal Narrative Research Award* (2015)
Faculty International Partnership Engagement Grant (\$2500), Office of International Initiatives, Georgia State University (2014)
Nominated for the *Georgia State University Instructor Innovation Award*, annual university-wide award for innovative course design (2014)
Nominated for the *College of Arts & Sciences Outstanding Teaching Award, Georgia State University* (2014)
Georgia State University Study Abroad Program Director of the Year, an annual university-wide award for study abroad program effectiveness (November, 2013)
Georgia State University Instructor Effectiveness Award, an annual university-wide award for exceptional course design and instruction (April, 2012)
NCA Honors Doctoral Seminar, Boulder, Colorado (July 5-8, 2007)
Top 4 Conference Paper Award, National Communication Association, Ethnography Division (2006)

LICENSES:

Professional Teaching Certificate, Georgia Public Schools (expires 2022, reciprocal with Indiana Public Schools)
Spanish, grades K-12
ESOL, grades K-12
Private Pilot, single engine, land

LANGUAGES:

Spanish:

Written – near native proficiency; Spoken – near native proficiency

Korean:

Written – intermediate; Spoken – basic

Portuguese (receptive skills only, not productive):

Reading – intermediate; Listening – intermediate

German:

Basic reading proficiency

INTERNATIONAL EXPERIENCE:

New University International Programs Initiated:

Brazil – Faculty-Led Study Abroad Program (2017)
China – University Cooperative Education Program (2016)
China – Summer Student Exchange and Internship Program (2014)
South Korea – Student Exchange Program (2014)
China – Student Exchange Program (2013)
China – Faculty-Led Study Abroad Program (2013)
Thailand – Student Exchange Program (2012)
Switzerland – Faculty-Led Study Abroad Program (2012)

International Stays (months or years):

Honduras (2015)	Mexico (2000)
China (2013, 2014, 2016)	Spain (1995)
Switzerland (2012)	South Korea (1978-1980)

International Travel (less than one month each):

Canada (1987, 2018)	Finland (2007)	Italy (1995)
Brazil (2017)	Sweden (2007)	France (1995)
Honduras (2016, 2017)	Norway (2007)	Bahamas (1992, 1994)
El Salvador (2015)	Denmark (2007)	Greece (1991)
Mongolia (2014)	Netherlands (2007)	Russia (1990)
Macau (2014)	Switzerland (1989, 2007)	Austria (1989)
Portugal (1995, 2014)	England (1996)	Germany (1988, 1989)
South Korea (2014)	Ireland (1996)	Canada (1983, 1986)
China (2012)	Scotland (1996, 2017)	