

# Kris Acheson-Clair, PhD

## *Curriculum Vitae*

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### CONTACT INFORMATION:

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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*. Director, Roger C. Stewart Student Leadership and Professional Development Department (October 2025-present)

*Purdue University*. Affiliate Faculty, Brian Lamb School of Communication (September 2018-present)

*Purdue University*. Director, Center for Intercultural Learning, Mentorship, Assessment, and Research (January 2019-June 2025)

*Purdue University*. Associate Director of Intercultural Pedagogy and Scholarship, Center for Intercultural Learning, Mentorship, Assessment, and Research (February 2017-December 2018)

*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

*GSU TESOL Academy*. 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

*GSU, Intensive English Program*. Graduate Instructor (2003-2004) Atlanta, GA

*Regional Educational Service Agency*. Curriculum Developer (2001-2011) 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

- Pang, G., & Acheson, K. (2025). [Conceptualizing and measuring student transformation in international education with a quantitative assessment](#). *Journal of Transformative Education*, 23(4), 1-28.
- Cargill, T., Hutton, E., Acheson, K., Gana, J. A., Lhota, R., Mardis, K., Thomas-Miller, J., & Gardner, S. (2025). [Centering student voices: A case study of an evolving culturally and structurally responsive undergraduate STEM mentorship and skills development program](#). *Perspectives on Undergraduate Research Mentorship*, 13(1), 1-17.
- Jaiswal, A., Smith, R. J., Diatta-Holgate, H., Morris, P. V., & Acheson, K. (2024). [Comparing students' multicultural awareness development in online vs. face-to-face diversity courses before, during, and after COVID-19](#). *Trends in Higher Education*, 3(4), 885-902.
- Jaiswal, A., Sapkota, M. & Acheson, K. (2024). [Bridging borders: Assessing the impact of semester-long study abroad programs on intercultural competence development in undergraduate engineering students](#). *International Journal of STEM Education*, 11, article 24.
- Jaiswal, A., Jin, L., & Acheson, K. (2024). [Evaluation of STEM program on student intercultural development: Do intercultural interventions work?](#) *Innovative Higher Education*, 1-19.
- Pang, G., Cox, R., and Acheson, K. (2023). [Assessing transformative learning in international education: Critiques and new directions based on a systematic review of literature](#). *New Directions in Adult and Continuing Education*, 177, 75-89.
- Akdere, M., Jiang, Y., & Acheson, K. (2023). [To simulate or not to simulate? Comparing the effectiveness of video-based training versus virtual reality-based simulations on interpersonal skills development](#). *Human Resource Development Quarterly*, 34(4), 437-462.
- Subtirelu, N., Lindemann, S., Acheson, K., & Campbell, M.A. (2022). [Sharing communicative responsibility: Training US students in cooperative strategies for communicating across linguistic difference](#). *Multilingua*, 41(6), 689-716.
- Acheson, K., & Dirkx, J. (2021). [Introduction: Special issue assessing transformative learning](#). *Journal of Transformative Education*, 19(4), 295-305.
- Wiley, J. L., Wiley, K. R., Intolubbe-Chmil, L., Bhuyan, D., & Acheson, K. (2021). [A new, depth-based quantitative approach to assessing transformative learning](#). *Journal of Transformative Education*, 19(4), 400-420. <https://doi.org/10.1177/15413446211045164>
- Acheson, K., & Kelly, C. (2021). [Understanding Student Values and Identity: Benchmarking Institutional Initiatives with the Beliefs, Events, and Values Inventory \(BEVI\)](#). *Internationalisation of Higher Education - Policy and Practice*, Section B 2.14, 65-95.
- Acheson, K., Jin, L., Stahl, A., & Yngve, K. (2021). [Introduction: Special issue on assessment as pedagogy in education abroad](#). *Frontiers: The interdisciplinary journal of education abroad*, 33(1), 1-10.
- Grant, J., Acheson, K., & Karcher, L. (2021). [Using the BEVI to Assess Individual Experience to Enhance International Programming](#). *Frontiers: The Interdisciplinary Journal of Study Abroad*, 33(1), 129-147.

- Iseminger, S., Acheson, K., Kelly, C., & Morris, P. (2020). [The effects of social identities on student learning outcome attainment](#). *International Journal of Scholarship of Teaching and Learning*, 14(1), Article 12, 1-13.
- Jones, D. C., Campbell, M. M., & Acheson, K. (2019). [Intercultural learning in semester-long study abroad: A comparative analysis of the effectiveness of one-on-one versus group-mentored interventions](#). *Journal on Excellence in College Teaching*, 30(4), 7-35.
- Acheson, K., & Schneider-Bean, S. (2019). [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*, 5(1), 42-61.
- Snodgrass, L. L., Morris, P., & Acheson, K. (2018). [Assessing the intercultural sensitivity of students in an agriculture diversity and social justice course](#). *Multicultural Education Review*, 10(4), 292-309.
- 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.

#### Editorial Work

- Whitehead, D., Vandermaas-Peeler, M., Sutton, S., Price, M., Patch, K., & Acheson, K. (Eds.). (2024). [Mentored undergraduate research in global contexts \(MUR-GC\): Integrated high impact practices for student success](#). American Association of Colleges and Universities.
- Acheson, K. & Dirkx, J. (Eds.). (2021). [Special issue: Assessing transformative learning](#). *Journal of Transformative Education*.
- Acheson, K., Jin, L., Stahl, A., & Yngve, K. (Eds.). (2021). [Special issue: Assessment as pedagogy in education abroad](#). *Frontiers: The interdisciplinary journal of education abroad*, 33(1).

Acheson, K., Yngve, K., Stahl, A., & Jin, L. (Eds.). (2020). [Virtual Issue: Recent research on assessment in education abroad](#). *Frontiers: Interdisciplinary Journal of Study Abroad*, 32.

### Edited Book Chapters

- Acheson, K., Jaiswal, A., Harris, N. L., & Patton, K. (Forthcoming 2025). Assessment, tools and resources for mentor professional development. In D. M. Whitehead and M. Vandermaas-Peeler (Eds.), *Mentoring undergraduate research in global contexts*. Center for Engaged Learning, Elon University.
- Acheson, K., Dirkx, J., Wiley, J., Ullom, C., Kapadia, S., & Bhuyan, D. (Forthcoming 2025). Assessing transformation of the self in high impact learning: Methodological considerations. In C. Shealy (Ed.), *Cultivating the globally sustainable self: How the human species might fulfill its potential*. Oxford University Press.
- Lee-Amuzie, G., Holgate, H., Garson, K., & Acheson, K. (2024). [Exploring contributions from underrepresented voices in intercultural competence scholarship: Analysis of an annotated bibliography](#). In D. Deardorff & M. Tatebayashi (Eds.) *Current perspectives on intercultural and global competence*. STAR Scholars Press.
- Acheson, K., Wiley, J., & Schneider-Bean, S. (2023). Leveraging validated measures of intercultural competence as formative assessment for professional development. In M. Hinner (Ed.), *Communication Science and Linguistics for Business Administration and Management*. Peter Lang.
- Acheson, K., ... Wiley, J. (2023). Demonstrating the value of values-based education: What we've learned about learning from the Beliefs, Events and Values Inventory (BEVI). Chapter 8 in T. Lovat & R. Toomey (Eds.), *International research handbook on values education and student wellbeing*, 2<sup>nd</sup> edition, (pp. 1-29). Springer.
- Akdere, M. & Acheson, K. (2022). Effective leadership across cultures: Achieving intercultural excellence. In I. Stolz & S. Scherrer (Eds.), *International leadership: Effecting success across borders in a boundaryless world*, pp. 279-299. Springer Gabler.
- Acheson, K., Dirkx, J., & Shealy, C. (2022). High impact learning in higher education: Operationalizing the self-constructive outcomes of transformative learning theory (pp. 172-196). In E. Kostara, A. Gavrielatos, and D. Loads (Eds.), *Transformative learning theory and praxis: New perspectives and possibilities*. Taylor & Francis.
- Wang, F., Pait, K., Acheson, K., Sternberger, L., Staton, R., & Shealy, C. (2020). BEVI assessment of global identity: Implications and applications for international, cross-cultural, and transformative learning. In J. Frawley & G. Russell-Mundine (Eds.), *Cultural competence in higher education: Dilemmas, policies, and practice*. Springer.
- Acheson, K., Finley, A., Hickman, L., Sternberger, L., & Shealy, C. (2020). Formative, adaptable, and interdisciplinary innovations in assessment: Beliefs, Events, and, Values Inventory (BEVI), VALUE Rubrics, and Cultural Controllability Scale (CCS). In S. A. Nolan, C. Hakala, & R. E. Landrum (Eds.), *Assessment: Individual, institutional, and international approaches* (pp. 246-262). American Psychological Association.
- Acheson, K., & Nelson, R. (2020). 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* (pp. 31-52). 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*. 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*. Springer.
- Nelson, G. L., & Acheson, K. (2015). Intercultural competence and Applied Linguistics. In J. Bennett (Ed.), *Encyclopedia of Intercultural Competence*. 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). 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). Peter Lang.
- Acheson, K. (1997). Divorce: The fix-all solution? In Cooley, M.E., & Powell, K. *Making choices: Reading issues in context*. Houghton Mifflin.

#### Other Publications

- Acheson, K. (July, 2020). A “conversation” with the HubICL: A hub of resources for interculturalists. *InterCom*. TESOL International, Intercultural Interest Section.
- Babic Williams, T., & Acheson, K. (July, 2020). [Intercultural communicative competence in a world language classroom: Models and resources](#). *Teaching and Learning of Culture*. American Council on the Teaching of Foreign Languages TLC Special Interest Group.
- The Forum on Education Abroad (June, 2020). [An education abroad professional’s guide to online global learning experiences](#). With contributions from Kris Acheson and a number of colleagues.
- Starr, L., Acheson-Clair, K., & Ham, T. (2019). Purdue University College of Science Global Dialogues Program: 2018-19 program assessment. White paper, published in the Research Repository of the Intercultural Learning Hub ([www.hubicl.org](http://www.hubicl.org)).
- Jones, D. C., Campbell, M. M., Acheson-Clair, K., & Yngve, K. (2019). Summary of “Intercultural learning in semester abroad: A comparative analysis of mentoring programs.” White paper, published in the Research Repository of the Intercultural Learning Hub ([www.hubicl.org](http://www.hubicl.org)).

#### Grants - Awarded

- Alfred P. Sloan Foundation. \$250,000. (awarded 2024-2025). Sloan Center for Systemic Change. (Co-PI, with PI Perry Paschou and the Deans of Science and Engineering).
- Purdue University. \$80,000. (awarded 2023-2024). Innovation Hub Artificial Intelligence Grant to develop a ChatGPT intercultural debriefing tool for VR simulations. (PI, with Co-PIs Mesut Akdere, Tawfiq Salem, and the Envision Center).
- Alfred P. Sloan Foundation. \$250,000. (awarded 2023-2024). The CSU-Purdue Partnership: Widening pathways for students of color into STEM. (Co-PI, with CSU PI Kristy Mardis and Co-PI Ache Ghana; Purdue PI Stephanie Gardner and Co-PI Perry Paschou).
- National Science Foundation. \$300,000. (awarded 2021-2024). Improving multicultural engineering team effectiveness: A malleable cultural mindset intervention for engineering students. (Co-PI, with PI Dr. Franki Kung)
- National Science Foundation. \$580,511. (awarded 2020-2024). Collaborative Research: Developing Business Communication Skills in Manufacturing Technician Education. (PI with Collaborating Institution Ivy Technical Community College)

National Archives. \$250,000. (awarded 2018-2021). Archivist Leadership Institute. (Co-PI, with PI Dr. Mesut Akdere)

Purdue University. \$50,000. (awarded 2018-2019). Provost's Instructional Innovation Grant for Intercultural Interventions in Virtual Reality. (Co-PI, with PI Dr. Mesut Akdere)

NIFA, US Department of Agriculture. \$30,000. (awarded 2018-2020). Development of an Interculturally Competent and Global Ready Poultry Workforce. (Co-PI, with PI Dr. Elizabeth Karcher)

U.S. Department of State. \$50,000. (awarded 2019-2020). (Advisory Board, with PI Dr. Mesut Akdere). Developing Young Innovative Entrepreneurial Leaders in STE(A)M Fields in Eastern Marmara Region.

Center for Instructional Effectiveness, Georgia State University. \$15,000. (awarded 2015-2016). University Teaching Fellowship.

Center for Urban Language Teaching and Research, Georgia State University. \$5,750. (awarded 2015-2016). Research Fellowship.

U.S. Department of State. \$57,000. (awarded 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.

### **LECTURES AND PRESENTATIONS:**

#### Invited and Key Note Lectures

Acheson, K. (November 3, 2023) *Assessing Global Learning*. Keynote, Florida International University Internationalization Institute 2023. Delivered virtually.

Acheson, K. (October 31, 2023). *Thinking Big: Scaling Up Global Learning Assessment*. Keynote, IUPUI Assessment Institute, Indianapolis, IN.

Acheson, K. (October 25, 2023). *Assessment in VE*. AAC&U VE/COIL Institute. Delivered virtually.

Doscher, S., Beelen, J., Acheson, K., Knappitsch, E., & Finardi, K. (October 27, 2022). *COILogue: Building the perfect student learning assessment*. International Virtual Exchange conference. Delivered in hybrid format.

Acheson, K. (September 19, 2022). *Intercultural competence: What, why, how?* Education USA Mackenzie International Week Opening Keynote Address. Delivered virtually.

Acheson, K., & Schneider-Bean, S. (September 14, 2022). *The intercultural pendulum: A practical model for turbulent times*. SIETAR-USA Webinar. Delivered virtually.

Acheson, K. (March 16, 2022). *Assessment of intercultural learning outcomes in COIL*. COIL Community Webinar. Delivered virtually.

Acheson, K. (November 30, 2021). *Assessing Global Learning*. Keynote, Florida International University Internationalization Institute 2021. Delivered virtually.

Acheson, K. (October 7, 2021). *Crossing Cultures in the Hard*. Sundae Bean's Global Life in the Hard workshop series. Delivered virtually.

- Acheson, K. (May 5, 2021). *Assessing Global Learning in COIL*. Invited lecture at the Florida International University COIL/VE Leadership Institute 2021. Delivered virtually.
- Acheson, K., & Barajas, E. (July 10, 2020). *Metacognition and the role of metacognitive skills*. Invited lecture, Uniminuto Summer School Series. Medellin, Colombia. Delivered virtually.
- Forward, M. L., & Acheson, K. (April 2, 2020). *Virtual Exchanges & Summer 2020: Ideas and Resources*. Invited webinar, Forum on Education Abroad special series on Responses to Coronavirus. Delivered virtually.
- Acheson, K. (March 7, 2020). *Intercultural competencies for entrepreneurs*. Invited lecture, US Embassy-funded Workshop for Young Leaders. Ankara, Turkey.
- Benson, A. K. & Acheson, K. (2020, February 12). *Best Practices in Creating Your Own Intercultural Learning Tools* [Pre-Conference Workshop]. WISE Conference, Winston-Salem, NC.
- Acheson, K. (July 12, 2019). *Intercultural learning outcomes assessment in COIL*. U.S.-Venezuela-Ecuador Trilateral COIL Initiative Workshop. Invited 3 hour workshop session. American Council on Education. Quito, Ecuador.
- Acheson, K., & Yngve, K. (July 26, 2018). *Intercultural assessment smackdown: A quick guide to intercultural assessment tools*. Invited workshop, IFSA Butler Conference: Intercultural Agility in Education Abroad, Indianapolis, IN.
- Acheson, K., & Pettitt, N. (October 28, 2015). *Workshopping the quality/ies of L2 qualitative research*. Invited pre-conference half day workshop, 34<sup>th</sup> 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*. Fulbright Scholar Culminating 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. (October 13, 2023). *Global learning demands lifelong learning: Resources for professional development*. Pecha Kucha presentation at the American Association of Colleges & Universities annual conference on Global Learning. Washington, DC.
- Acheson, K. & Schutte, B. (October 13, 2023). *Creating Engaged Global Learning Communities through Mediated Peer Dialogue*. Workshop at the American Association of Colleges & Universities annual conference on Global Learning. Washington, DC.
- Acheson, K., Sutton, S., Berends, L., Russell, S., & Angeles, R. (October 13, 2022). *Mentor reflections on intercultural learning in undergraduate student global research*. Presentation at the American Association of Colleges & Universities annual conference on Global Learning. Delivered virtually.

- Acheson, K. (October 7, 2022). *Making the most of the Intercultural Learning Hub to support international students' acculturation processes*. Presentation at the European Network of International Student Mobility conference in Tartu, Estonia.
- Pang, G., Dirkx, J., Shealy, C., and Acheson, K. (April 7, 2022). Using quantitative approaches for the study and practice of transformative learning. Symposium at the International Transformative Learning conference. Delivered virtually.
- Whitehead, D., Vandermaas-Peeler, M., & Acheson, K. (March 24, 2022). Mentored Undergraduate Research in Global Contexts. Presentation at the FORUM on Education Abroad annual conference in Chicago, IL.
- Acheson, K., & Wachtner, A. (March 9, 2022). Supporting student wellbeing, peer-network development and grit through an engaging, media-enhanced, peer-dialogue-method. Presentation at the Purdue Steps2Leaps Summit in West Lafayette, IN.
- Benson, A., & Acheson, K. (January 28, 2022). A tour of a science gateway that increases engagement, equity, and access. Presentation at the CERCLL biannual Intercultural Competence Conference. Delivered virtually.
- Lapka, S. P., Kung, F. Y. H., & Acheson, K. (November 10, 2021). *Malleable Mindset and Cross-Cultural Interactions in Multicultural Engineering Teams*. Paper presented at the ACIEE 2021 Conference. Delivered virtually.
- Akdere, M., Acheson, K., & Jiang, Y. (November 5, 2021). *Exploring Adaptive Virtual Reality Simulated Training in Business Communication Development among Advanced Manufacturing Technician Education Students*. Technical showcase presented at the 6th Annual International Conference of the Campus Alliance for Advanced Visualization (CAAV). Delivered virtually.
- Acheson, K., Akdere, M., & Jiang, Y. (October 21, 2021). *Virtual Reality for Effective Business Communication Across Cultural Differences*. Demonstration session at the NSF ATE PI Conference 2021. Presented virtually.
- Acheson, K., Graml, G., & Beeson, S. (October 8, 2021). *Large-Scale and Longitudinal Assessment of Learning Outcomes: Approaches and Challenges*. Roundtable Panel at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., Allocco, A., & Ketchum, C. (October 8, 2021). *Mentoring Undergraduate Research in Global Contexts*. Pecha Kucha Session at the AAC&U Global Learning conference. Delivered virtually.
- Vandermaas-Peeler, M., Whitehead, D., & Acheson, K. (October 7, 2021). *Reimagining Mentored Undergraduate Research in Global Contexts*. Workshop at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., & Yngve, K. (June 3, 2021). *Strategic Assessment of Undergraduate Technical Education for Competencies and Belongingness*. Polytechnic Summit 2021. Delivered virtually.
- Acheson, K., Lee-Amuzie, G., & Garson, K. (March 23, 2021). *Listening to Underrepresented Voices*. Seminar in the World Council on In Intercultural and Global Competence's Decentering Intercultural Competence Research and Practice Series. Delivered virtually.
- Acheson, K., Whitehead, D., & Vandemaas-Peeler, M. (February 10 & 12, 2021). *Reimagining Mentored Undergraduate Research in Global Contexts for Breadth and Depth*. 2-day workshop at WISE Connect 2021. Delivered virtually.
- Acheson, K., Yngve, K., & Stahl, A. (October 10, 2020). *Assessing Global Learning in Virtual Learning Experiences*. Workshop at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., Schneider-Bean, S., & Tran, P. (October 9, 2020). *Intercultural Development Theory and Stage-Based Pedagogy: Mapping Bloom's Three Taxonomies onto the*



- Intercultural Pendulum Model*. Workshop at the Society for Intercultural Educators, Trainers, and Researchers (SIETAR-USA) annual conference. Delivered virtually.
- Acheson, K. (October 8, 2020). *Resources for Global Learning in the Intercultural Learning Hub*. Pecha Kucha presentation at the AAC&U Global Learning conference. Delivered virtually.
- Acheson, K., & Kelly, C. (October 8, 2020). *Assessing global learning and strategic institutional initiatives with the BEVI*. Pecha Kucha presentation at the AAC&U Global Learning conference. Delivered virtually.
- Wiley, J., Acheson, K., & Doscher, S. (October 7, 2020). Rising to the Challenge: Designing and Assessing Global Learning Online through Virtual Exchange, Pre-conference workshop at the AAC&U Global Learning conference.
- Ullom, C., Acheson, K., & Wiley, J. (September 14, 2020). *Instructional Design for Intercultural Learning in Virtual Exchange*. International Virtual Exchange Conference (IVEC).
- Acheson, K., Ullom, C., & Wiley, J. (April 23, 2020). *Virtual Exchange and Education Abroad: Synergies for Sustainability*. Workshop at the 2020 Forum on Education Abroad annual conference, Kansas City, MO. Delivered virtually.
- Acheson, K. & Wiley, J. (2020, February 12). *Assessment as an Intercultural Learning Method in Education Abroad*. [Concurrent Session]. WISE Conference, Winston-Salem, NC.
- Lindemann, S., & Acheson, K. (January 25, 2020). *Internationalizing Domestic Students: Innovations for Improving Communication across Linguistic Difference*. Intercultural Competence Conference, Tucson, AZ.
- Stahl, A., & Acheson, K. (January 24, 2020). *What do You Want Students to Learn?: Faculty-Led Programs*. Intercultural Competence Conference, Tucson, AZ.
- Acheson, K. (May, 2019). Assessing the Learning Outcomes of Cultural Mentor Training for Faculty. Poster presentation at 71<sup>st</sup> annual NAFSA conference, Washington, D.C.
- 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 2<sup>nd</sup> 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 linguisticism: 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.

## **ADMINISTRATIVE EXPERIENCE AND SERVICE:**

### Department/Unit Level

- Director, Center for Intercultural Learning, Mentorship, Assessment and Research, Purdue University (2019-present) – Leads a staff of 12-14 intercultural learning and research specialists, administrative assistants, faculty fellows, and graduate assistants in support of CILMAR’s mission. Responsible for visioning, strategic planning, accountability for effectiveness, branding, and personnel management.
- Associate Director of Intercultural Pedagogy and Scholarship, Center for Intercultural Learning, Mentorship, Assessment and Research, Purdue University (2017-2019) – 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 (2016-present) and GSU (2014-2016)
- 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

*Peace Corps Prep Intercultural Practicum, YDAE 491/EDCI 490* (Fall 2018) – I led the committee that designed this course and submitted it to curriculum committees in two colleges in the spring of 2018. It is a new 2 credit-hour course that fulfills the intercultural practicum requirement for our Peace Corps Prep Certificate students and is being offered for the first time this fall.

*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* (once yearly since 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. In 2022 I led a team of faculty across campus in collaboration with CILMAR staff to develop a new curriculum for the course as well as a 3 credit version for students motivated to engage more deeply in intercultural learning while abroad.

*Global Engineering Experience, ENGR 397* (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

**SERVICE:**

Profession

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

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.

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, *Frontiers, the International Journal of Education Abroad* (2020-present)

Reviewer, *Modern Language Journal* (2016-present)

Reviewer, *Foreign Language Annals* (2015-present)

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)  
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  
ICA, International Communication Association  
NAFSA, Association of International Educators  
SIETAR-USA Society for Intercultural Educators, Trainers, and Researchers  
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:**

*Leadership in Action Award*, Susan Bulkeley Butler Center for Leadership Excellence, Purdue University (2024)  
Nominated by Georgia State University's 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* (2015)  
Nominated for the *Ellis-Bochner Autoethnography 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 (2006)

**LICENSES:**

Professional Teaching Certificate, Georgia Public Schools (expires 2027)  
*Spanish, grades K-12*  
*ESOL, grades K-12*  
Private Pilot, single engine, land (current medical certificate and biennial flight review)

## **LANGUAGES:**

*Spanish:* Written – near native proficiency; Spoken – near native proficiency

*Korean:* Written – intermediate; Spoken – basic (tested 2008)

*Portuguese:* Reading – intermediate; Listening – intermediate (tested 2019)

*German:* Basic reading proficiency (tested 2004)

## **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)

China (2013, 2014, 2016)

Switzerland (2012)

Mexico (2000)

Spain (1995)

South Korea (1978-1980)

### **International Travel (less than one month each):**

Colombia (2024)

India (2024)

Peru (2023)

Poland (2022)

Estonia (2022)

Turkey (2020)

Japan (2019)

Ecuador (2019)

South Africa (2018)

Canada (1987, 2018)

Brazil (2017, 2019)

Scotland (1996, 2017)

Honduras (2016, 2017)

El Salvador (2015)

Mongolia (2014)

Macau (2014)

Portugal (1995, 2014)

South Korea (2014)

China (2012)

Finland (2007)

Sweden (2007)

Norway (2007)

Denmark (2007)

Netherlands (2007)

Switzerland (1989, 2007)

England (1996)

Ireland (1996)

Italy (1995)

France (1995)

Bahamas (1992, 1994)

Greece (1991)

Russia (1990)

Austria (1989)

Germany (1988, 1989)

Canada (1983, 1986)