

Dr. William Dantona III

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EDUCATION

Doctorate in Higher Education Leadership. Sacramento State University (2022).

Wharton Management Program. University of Pennsylvania—Wharton School of Business, Philadelphia, PA. (2005)

MA – Teaching (TESOL Concentration). School for International Training (S I T), Brattleboro, VT. (1998).

BA – English Literature & Language / Secondary Education (dual major). Bloomsburg University, Bloomsburg, PA. (1993).

PROFESSIONAL EXPERIENCE

Current:

Lecturer, International Literatures, Languages & Cultures – College of Humanities & Fine Arts, California State University, Chico (2009-Present)

Responsible for teaching International Engagement (INST 110W), which combines lectures, discussion sections, guest-speaker presentations, and opportunities for student active participation. As a writing intensive class, dedicates a critical and qualitative amount of time helping students become more competent writers.

Responsible for all aspects of teaching the Asian Studies: Contemporary Problems & Solutions (ASST 110W - formerly 300)—area-studies theme courses and as part of the BA in Asian Studies and Minor in Asian Studies. Instruction includes study of problems and prospects related to Asia. As a writing intensive class, dedicates a critical and qualitative amount of time helping students become more competent writers. This course includes a series of in-depth analyses of major issues, current problems, and prospects of Asia. Extensive research, writing (ASST 110W), and oral presentations are required.

Responsible for Teaching International Languages (TIL) Professional Field Experience course (EDSL 689), which includes relating theories and principles from the program’s conceptual framework to actual classroom practice; developing competencies in the creation of meaningful learning experiences for all students; and studying and practicing in various educational settings with diverse student populations. Such experiences are intended to foster reflection and provide an opportunity for feedback from students and teachers/instructors.

Responsible for (TIL) Comprehensive Exam (EDSL 696), a synthesis of theory, research, and practice in foreign/second language teaching and learning is a culminating course for candidates in the MA in TIL. The oral and written comprehensive exams demonstrate the candidate’s ability to synthesize, analyze, and evaluate scholarship and instruction. This course encompasses all of the Student Learning Outcomes for the MA in TIL. In addition, this

course supports students in developing a Curriculum Vitae (CV) which will include work with the University Career Center.

Lecturer, Department of Management – College of Business, California State University, Chico (2019-Present)

Responsible for teaching all aspects of Seminar in Leadership, Global Ethics, and Corporate Responsibility (MGMT 647), an examination the role of leadership, global ethics, and corporate social responsibility in organizations. The course emphasizes the theoretical and practical application of leadership and decision-making models and their interaction with ethical and socially responsible outcomes. The course also provides instruction in effective leader communication. The course provides students the opportunity to improve written and oral communication and is a writing intensive course.

Responsible for teaching all aspects of International Management (MGMT 445), an examination of the strategy, infrastructure and business processes that foster effectiveness in global organizations. Including an analysis of the impact of cross-cultural differences on managerial issues such as motivation, discipline, work, leisure, values and collaboration. Also including an analysis of issues in the global business environment including the impact of labor conventions, legal systems, technology transfer, ethics and e-commerce.

Coordinated Online International Learning Programs (COIL):

COIL: Universitat Rovira I Virgili (URV) and California State University, Chico (CSUC)
This COIL Project aimed to develop intercultural communication skills and virtual teamwork skills to enhance employability in a globalized business world. *International Management* students from California State University Chico and *International Economics* students from Universitat Rovira i Virgili work together on a socio-economic impact of international currency exchange assignment in global teams. Students do team-building activities, communicate synchronously and asynchronously, and collaborate on a final team project assignment.

COIL: Tec de Monterrey and California State University, Chico
International Management, International Competitiveness & Growth Opportunities
International Team Project between CSU, Chico and Tecnológico de Monterrey (MX).
This COIL Project develops intercultural communication skills and virtual teamwork skills to enhance employability in a globalized business world. *International Management* students from California State University Chico and *International Competitiveness & Growth Opportunities* students from the Tec de Monterrey work together on a management/leadership assignment in a global team. Students will do team-building activities, communicate synchronously and asynchronously, and collaborate on a final team project assignment.

Responsible for teaching all aspects of Survey of Management (MGMT 303) using a combination of theory and application focusing on the human side of organizations, including issues of making good decisions, enhancing performance, steering through a turbulent global environment, combining and unifying multiple business functions and enabling change. Students gain an understanding of management and how and why organizations are structured. The themes of quality, technology, ethics, and adaptation are emphasized.

Responsible for the curriculum design and teaching all aspects of Socio-Economic Innovation in Far-Northern California (MGMT 3880W). This writing-intensive course examines the social, environmental and financial opportunities and challenges facing the North State geographic region with special respect to employment, natural resource utilization and management, and workforce development. Students examine various economic sectors and innovative social enterprises found in the North State. The course utilizes both contemporary and historical

lenses to develop student understanding of socio-economic issues in the North State. Various North State communities, cultures, and geographies are be considered. Students learn problem solving and issue resolution through strategic alliances, activism, and leadership by studying contemporary individuals and social enterprises in the North State.

Responsible for teaching all aspects of Organizational Design and Change (MGMT 443) examining effective organizations that make active design decisions that support their goals and generate a competitive advantage. This course takes a systems perspective to analyze the different elements of an organization's design, including the fundamental elements of internal design and decisions regarding its interaction with its external environment. Students will explore specific organizational design solutions that respond to recent social trends, technological advances, and changing environmental conditions such as increasing global competition. The course introduces students to difficulties inherent to managing a process of change, as well as processes that facilitate its effective implementation. The course explores further explore the development of continuously changing, learning organizations.

2017-2019:

Director, International Development and Programs – California State University, Chico

Reporting to the Vice President for Advancement, the Director of International Development and International Programs duties and responsibilities include:

- Plan and implement an international advancement program that reflects and builds upon changing alumni patterns, emerging fundraising potential, and the university's strategic priorities globally.
- Manage the international advancement agenda and travel for the university's President, Provost and other senior leadership.
- Areas of international development responsibility for this position are East Asia (Japan, Mainland China, Korea, and Taiwan), Middle East (Saudi Arabia, United Arab Emirates, Qatar, Bahrain, Kuwait, Turkey, and Jordan) and other regions and nations as identified.
- Develop and manage self-support international education programs (in a dotted reporting line to the Dean of Regional & Continuing Education).
 - Executive administration of the American Language and Culture Institute intensive English language program (University ESL Program).
 - Develop special international programs.
 - Oversee faculty-led study abroad programs for domestic students.

2006-2017:

Director, American Language & Culture Institute (ALCI) – California State University, Chico

Administrative – Administer all aspects of the intensive English program and RCE international projects, including academic program, admissions, and student support services.

- Propose, plan, and implement program budgets to ensure sound financial management
- Develop, interpret, and implement policies regarding programs and students
- Ensure compliance with all CSU, Chico; CSU, Chico Research Foundation; and BCIS/BICE policies and regulations
- Develop systems and procedures for effective functioning of programs
- Develop and maintain productive relationships across campus, within the CSU system, nationally, and internationally on behalf of RCE programs
- Maintain administrative and enrollment data for periodic reporting
- Serve as a member of the senior administrative team for the Center for Regional and Continuing Education, CSU, Chico
- Participate in Center for Regional and Continuing strategic planning and goal setting
- Cooperate with other team members in Center projects

Program Planning and Development – Develop, implement, and modify curriculum and scheduling as appropriate

- Establish program priorities and coordinate program operations by identifying appropriate instructional and administrative resources, including: instructors; physical/technical resources such as teaching materials, equipment, and supplies; student services; and classrooms
- Prepare grant and contract proposals
- Maintain a high level of knowledge of current trends in international higher education and English as a second language instruction

Outreach, Marketing and Recruitment – Develop and implement outreach plans

- Recruit students and agents through activities that involve international travel
- Develop customer relationship management systems for prospects, participants, and graduates of RCE international programs in coordination with marketing personnel, including: web site, electronic communications, promotional and program resource materials
- Network with other Institutions of Higher Education programs to share information, track trends, and identify areas for effective collaboration
- Develop and maintain a strategic and diversified approach to mediated outreach and recruitment, including (but not limited to): web design, print media, customer relations management, social website presence, and digital video.

Personnel – Recruit, supervise, and evaluate all program administrative and instructional staff

- Manage direct reports plus adjunct faculty pool
- Promote effective communication within RCE and facilitates regular meetings
- Develop and promote instructor and staff development opportunities.

2011-2015:

Immediate Past President (2014-15) – EnglishUSA, the American Association of Intensive English Programs (AAIEP) Executive Board... The Past President is responsible for, maintaining the most current version of the AAIEP Strategic Plan, attending all board meetings, serving as Chair of nominating committee, assisting the Executive Director with managing the AAIEP Newsletter, and carrying out other assignments in consultation with or at the behest of the President and the Executive Board.

President (2013-14) – EnglishUSA, the American Association of Intensive English Programs (AAIEP) Executive Board. The President monitors the implementation of the AAIEP Strategic Plan and works with the Executive Board to provide leadership to the organization. The President serves as the public face of EnglishUSA and communicates regularly with the membership through the Listserv and the Newsletter. The President supervises the functions of the Central Office and the Executive Director.

President-Elect (2012-13) – EnglishUSA, the American Association of Intensive English Programs (AAIEP) Executive Board... Work closely with the President to learn the role and duties of the incumbent to insure a smooth transition of leadership. Review and recommend changes to the Bylaws to reflect current practice; maintain and update job descriptions of the board members and the Central Office Director; and contributes to strategic planning and to the achievement of the organization's annual goals.

Treasurer (2011-12) – EnglishUSA, the American Association of Intensive English Programs (AAIEP) Executive Board. Responsible for approval of all account functions and AAIEP financial viability, analysis and reporting relative the AAIEP strategic plan. Oversee the Central Office Director to ensure invoicing and accounts payable are complete and timely. Attend all three AAIEP Board Meetings. Present AAIEP financial report and draft budget at fiscal year-end board meeting. Serve as AAIEP Finance Committee Chair.

2005-2007:

Lecturer, Department of Management – College of Business, California State University, Chico

Responsible for all aspects of teaching the Management 300 “Communication in the Business Setting”—a skills development course. Instruction includes message strategy, effective business writing, presentation skills, verbal and nonverbal components of communication, and dyadic and small group communication. The course incorporates appropriate computer technology. MGMT 300 is a writing proficiency (WP) course.

Project Manager (Part-time) – International Training, CSU Chico Research Foundation

2005-6). Manage all aspects of short-term, sponsored international training and research programs at CSU, Chico. Duties include grant writing; budget maintenance, travel coordination, food and housing arrangements; schedule creation; participant debriefing; seminar coordination and room reservations; course materials preparation; and final report writing. Report to Project Director.

Distributed Learning Instructor (Part-time) – English Language Programs, University of Pennsylvania, Philadelphia, PA. On-line instruction, Biomedical English for Writers and Writing for Professional Purposes. Entailing: Writing clear and effective letters, memos, short reports and abstracts; Writing clear, complete and concise sentences and paragraphs; choosing vivid language that expresses ideas precisely and powerfully; organizing ideas for effective expression; Customizing writing according to the needs and perspectives of the reader.

2002-2005:

Language Specialist – University of Pennsylvania, Philadelphia PA

Responsibilities included ESL and ESP special programs coordination, curriculum design, executive communication training, classroom instruction, and course management. Coordination responsibilities highlights: the pre-MBA program, “Summer Institute for International Business Students” (SIIBS) and the Korean Energy Production Company (KEPCO) Management Training Program.

Initiated marketing programs; demonstrated highly accountable coordination, instruction and curriculum design; achieved consistently excellent teacher and coordinator evaluations; showed intellectual curiosity; worked collaboratively; and employed the latest in instructional technology.

1999-2002 Concurrent Contract Positions:

Consultant – World Learning for Business, Brattleboro VT

Assisted Senior Consultant with all aspects of the Workforce Language Proficiency Assessment projects (WLPA). WLPA tasks included assessment package assembly and delivery, on-site language assessments, coordination with ETS, assessment materials management, assessment data analysis, and final report writing.

Corporate Trainer – World Learning English Immersion, Brattleboro VT

Responsible for business communication and intercultural communication skills curriculum design and instruction for public-and private-sector corporate clients.

Conversation Partner Coordinator – World Learning, Brattleboro VT

Managed over 90 local people to work closely with international students and executive clients as conversation partners and cultural liaisons for the Brattleboro area.

Adjunct Faculty – Greenfield Community College, MA

English composition and grammar instructor, with an academic—ESL and remedial English focus.

English Composition, Literature and Language Instructor; Distance Learning Coordinator; Web Designer – Mount Snow Academy, VT (Winter Seasons only).

Mountain Safety Patroller – Mount Snow, VT Part-time, volunteer ski patrol.

1998-2000:

Intensive English Institute (IEI) Faculty – The School for International Training (SIT), Brattleboro VT. Full-time, core faculty--responsibilities included academic instruction and administrative duties. Designed and implemented a variety of successful courses, including: American Culture through Film; Essential American Slang and Idioms; and ESL Four-Skills Practice through Poetry, as well as effectively implementing the already established curriculum of ESL grammar, listening, speaking, reading and writing skills. Administrative duties included TOEFL administration; student activities; returning student procedures and student academic file tracking and maintenance.

1995-1997:

EFL Teacher Trainer & English Resource Volunteer – US Peace Corps, Nepal Served as a secondary EFL teacher in a remote village followed by serving as a primary teacher trainer for Nepal's National Center for Educational Development (NCED). Duties included: Classroom instruction and teacher training; curriculum design and implementation; testing and evaluation; EFL listening & speaking workshops; supervisory follow-up visits and development of the *Primary Teacher Training Center English Teacher Newsletter* (See: *Tales of Classroom and Culture: A Teacher-Researcher's Experience in Nepal* © 1998).

1995:

ESL, Composition & Rhetoric Instructor (Internship) – University of Puerto Rico, Mayaguez

Taught English specific academic writing to first and second-year University students. This internship teaching experience was in partial fulfillment of S I T's MAT program and is fully documented in my transcript.

1993-1994:

Integrated Language Arts Teacher – Snow Hill Middle School, MD

Taught seventh-grade language arts to a diverse population of middle school students. Additionally, served as the alternative education teacher for students who were suspended from regular class.

RESEARCH & FUNDED GRANTS

Okinawa Global Leadership Program (2016-2020). Three-week leadership, culture and English language programming for high school students and teachers from Okinawa, Japan. Conducted for the Okinawa Board of Education and the Experiment in International Living (EIL)—Japan. Served as principal investigator, grant writer and project director.

CELT Global Connections Faculty Learning Community Grant Recipient (2011). Grant-funded online measurement and evaluation generation for Asian Studies 300.

Impact of Standards on Curriculum & Assessment for Egyptian Teachers, Supervisors, & Ministry of Education Middle Managers (2006-2009). A three-week training program (with multiple subsequent iterations over a three-year period) held at California State University, Chico for 17 education professionals as part of the Academy for Educational Development's Education Reform Program. Educated the participants in the theory and practice related to performance standards and increased academic improvement among students, with the ultimate goal of helping participants gain the knowledge and skills necessary to become curriculum standards support trainers and advocates in their regional school systems.

Teacher-To-Teacher Empowerment (2006): Creating a Student-Centered Learning Environment. Teacher training internship program for Russian educators of English, social studies and history at California State University, Chico, in collaboration with local public schools and organizations, Butte County Office of Education and the CA Department of Education.

Master's International Program at S I T in conjunction with Peace Corps University Programs. Conducted a two-year, qualitative teacher-research program focused on: secondary EFL testing and evaluation; primary EFL teacher training techniques and supervisory fieldwork design/implementation.

Scenario-based Simulations: Creating Simulation Models for Business English Curriculum Development. Research based on literature review and quantitative research while designing and piloting an ESP, business English program which included content-based instruction and curriculum in the form of a course-length scenario-based simulation.

PUBLICATIONS, PAPERS, & PRESENTATIONS

International Forum (Oct 2022). CSU, Chico. Provided public lecture on the importance and role education abroad represents in campus internationalization at higher education institutions, globally. Understanding how students engage in education abroad is critical. In this edition of the International Forum, the complicated system of factors influencing study abroad decision making among college students inclusive of course experience at university was discussed. Also presented system dynamics research findings on curricular influence on study abroad behavior.

Intercultural Communication in the Context of Globalization (Nov 2021). CSU, Chico International Education Week Seminar. Provided public lecture on the intersection of globalization and intercultural communication with special emphasis on the increasingly dynamic and mobile world; rapidly growing global interdependence; magnification of inequities between peoples and cultures; and Increasing power of multinational entities.

Journal of Transformative Leadership & Policy Studies Review Board (2019 – 2021)
(Sacramento State University)

Managing International Enrollments in a Changing and Competitive Market (May 2019).
71st NAFSA Annual Conference & Expo. Chair and presenter.

International Enrollment Trends (March 2019). Multicultural Education Conference,
Sacramento State University College of Education. Examined international student enrollment trends, identified enrollment management approaches (leadership frameworks), provided analysis and generated executive-level recommendations.

Best Practices for Partnering with Overseas Recruitment Agents, NAFSA Region XII Conference (2017). The use of international recruitment agents has become a widely adopted method of recruitment by small private colleges, proprietary ESL schools, community colleges and large public research institutions throughout the country. While some schools have been using them for year's others have just begun to explore this space for the first time. This session covered best practices for developing and maintaining a strong network of overseas agents. The presentation addressed identifying and vetting agents, negotiating contracts, and expanding and diversifying programing and leveraging agent partnerships to assure that schools can receive the most qualified students and scholars.

Student Employee Diversity Training: CSU, Chico Office of Diversity & Inclusion (2013-2018). Designed and implemented a campus internationalization seminar for the Chico State student employees, as part of the Student Employee Diversity Training. Training topics included strategies for fostering inclusivity when serving international students, utilizing cultural relativism, understanding high- and low-context cultures, and engendering purposeful engagement across cultures. Training also provided a breakdown of the various international student populations served by Chico State as well as the myriad of programs in which these students are enrolled. The training concludes with debrief and application of potential job-related takeaways.

Student Health Services and Health Center Internationalization Presentation: Serving International Students in the Healthcare Sector (2017). Designed and implemented a health services-centric internationalization seminar for the Chico State Student Health Center and Student Health Services staff. Training topics included health-service norms comparison across cultures, fostering strategies for confidence and inclusivity when serving international students' health service needs, and utilizing cultural relativism, understanding high- and low-context cultures. Training also provided a breakdown of the various international student populations served by Chico State as well as the variety of programs in which international students are enrolled and the variety of healthcare coverage and immunization expectations relative non-immigrant visa categories. The training concludes with debrief and application of potential job-related takeaways.

Education USA Academy Seminar: University-based Intensive English Programs and the Conditional Admissions Process (2016). Designed and delivered a three-hour seminar focusing on the role and administration of university-based intensive English programs (IEP) in the greater context of international enrollment management and recruitment as well as international student advisement and IEP curriculum. The seminar included IEP structure and advantages; detailed information regarding IEP admissions and enrollment; student services and activities overview; IEP curriculum and instruction overview with demonstration lesson; and a, IEP student panel.

Internationalization Seminar: CSU, Chico Diversity Certificate Program (2013-2017).
Designed and implemented the campus internationalization seminar for the Chico State

Diversity Certificate Program for faculty and staff development. Seminar topics included on-campus international programs and enrollments: past, present and future; international student perceptions, stereotypes and tendencies; international student panel mediation; suggestions for how best to serve international students; and debrief and application of potential job-related takeaways.

Hot Topics in SEVP and Student Visa Issuance (2014)—a NAFSA-International Education Association Conference Presentation. Provided an overview of policies and trends specific to their area of expertise, focusing on those that affect the administration of intensive English programs. Special attention was devoted to bridge program and conditional admission I-20 issuance as well as immigration reform legislation. Chaired a panel of representatives from Department of Homeland Security's Student and Exchange Visitor Program (SEVP) and Department of State's Consular Affairs Visa Office. Provided updates and responded to questions on topics solicited from the audience, including: I-20 issuance, bridge programs, immigration reform, and visas for short-term programs.

International Enrollment Management (2014)—a NAFSA-International Education Association Conference Presentation. Summarized current annual comprehensive data regarding trends ranging from international student mobility to the administration of Intensive English Programs (IEPs). Applied knowledge garnered from data on current and emerging international student markets and emerging student recruitment practices, not only for language training but also for collaborating with key partners (e.g. universities). Reflected on various roles of IEPs in international enrollment management. Chaired an expert panel, from the AAIEP, Department of Commerce, and IIE's research and evaluation division, discussing trends in international student mobility and the role of IEPs in strategic enrollment management. Provided updated survey information (e.g. Open Doors data) and engage in a question-and-answer session with the audience.

Cultural Dialogues for Staff Development: Professional Development Workshop Serving Saudi Students Part II (2013). The second iteration of the Co-presented and co-facilitated staff-development workshop and student panel addressing Saudi students' experiences at Chico State. Focusing more on Chico State staff development, this workshop helped participants to have greater understanding and empathy for Saudi students' experiences; reflect on their own assumptions, biases, and expectations about Saudi students; identify and understand the historical, current, and political events that led Saudi students to enroll in universities in the U.S.; and identify ways to better serve Saudi students.

Serving Saudi Students at CSU, Chico (2012). Co-presented and co-facilitated staff-development workshop and student panel addressing Saudi students' experiences on campus. This participatory workshop helped faculty and staff better understand the experiences of Saudi students on campus, ways in which these students may be better served, and ways in which their knowledge and experiences can be better incorporated into the curriculum.

Conditional Admission in US Post-secondary Education (2012). Presented on the general principles and processes regarding conditional admission to US post-secondary institutions for the Japanese-United States Education Commission and constituents at the Tokyo Fulbright office.

Serving Hmong Students at CSU, Chico (2012). Co-presented and co-facilitated staff-development workshop and student panel addressing Hmong students' experiences on campus and the challenges of negotiating the cultural dimensions of home and college identities. Topics included gender issues: Hmong students' and elders' expectations; Assumptions, biases, and expectations about Hmong students; Historical events that led to

the Hmong refugee crisis and resettlement in the U.S and how these events impact students' acculturation and sense of place in American culture; and addressed ways to incorporate learning from the workshop to better serve Hmong students.

Seeing is Believing the 'Other': Internationalizing Chico Curriculum with Internet based Multimedia (2010). Provided case studies that suggested strategies and resources on how to incorporate visual and internet-based materials to internationalize CSU, Chico courses without enforcing western stereotypes of the "Other." CELT presentation in collaboration with Sandra Collins and Adrienne Scott.

Tips from International Faculty on Working with International Students (2010). This participatory workshop was designed to help faculty and staff better understand the experiences of international students from Asia on the CSU, Chico campus. It addressed ways in which our students from Asia may be best served, and ways in which the knowledge and experiences of these international students could be better incorporated into the curriculum. This CELT event was conducted in collaboration with, Pam Morrell, Hilda Hernandez, Paula M. Selvester, James Luyirika-Sewagudde, Jr. and Katherine Punteneay

Cultural Dialogues: Asia (2009). A presentation with the objectives of increasing understanding of and empathy toward Asian students' experience; stimulating reflections on assumptions, biases, and expectations about Asian students; introducing "the geographical, cultural, and linguistic differences among students who are understood to be "Asian;" and helping participants to identify ways to incorporate learning from this workshop in providing services to students and/or in incorporating students from Asia more fully into the classroom curriculum. Presented at CELT 2010 as well as part of the Staff Development Committee's 2009 programming.

Cross-Cultural Strategies for Teaching International Students (2008). CELT presentation and workshop with the purpose to explain international student characteristics; provide teaching strategies; provide useful teaching resources; and enroll further interest in CSU, Chico internationalization efforts.

Cross-Cultural Communication: High and Low Context Cultures (2008). In the spirit of experiential learning the CSU, Chico Internationalization Faculty/Staff Development Task Force presented this staff development workshop designed to enhance cross-cultural communication skills. This event provided relevant programming aimed at cultivating the knowledge, skills and awareness relevant to successfully serve international and linguistic minority students, while simultaneously generating staff feedback that can be leveraged by the Task Force for subsequent internationalization development programming. This workshop developed knowledge and awareness of high and low context cultures through definition of terms, exploration of differences, and exemplification. This knowledge and awareness were further applied to work situations in order to identify relevant cross-cultural communication skills.

Thailand TESOL Annual Conference: Paper Presentation (2003) – Scenario-based Simulations: Creating Simulation Models for Business English Curriculum Development.

Tales of Classroom & Culture: A Teacher-Researcher's Experience in Nepal (Excerpts)
Success Magazine©1998.

The US Peace Corps University Programs Conference (1998)
Presented Master's International research findings at this international-level conference.

FACULTY & PROFESSIONAL DEVELOPMENT

Quality Learning and Teaching (QLT) Workshop

The QLT workshop was designed to help faculty evaluate their online courses and to implement changes to facilitate learning. Completed self-evaluations and peer-evaluations of courses. Conducted training and development in the following areas: course overview and introduction; assessment of student learning; instructional materials and resource utilization; student interaction and community development; facilitation and instruction technology for teaching and learning; learner support and resources, accessibility and universal design, course summary and wrap-up, and mobile platform readiness. Realized greater student engagement. Increased accessibility and access to course content (e.g. captioned videos). Decreased opportunities for plagiarism and cheating.

Collaborative Online International Learning (2020 to present)

Successfully implemented and participated in the Collaborative Online International Learning (COIL) network training and course integration program in conjunction with CSU, Chico and the State University of New York. Acquired new teaching and learning paradigms that promote the development of intercultural competence across shared multicultural learning environments and platforms. Used Internet-based tools and innovative online pedagogies to foster meaningful exchanges between university-level teachers and students with peers in geographically distant locations and from different linguacultural backgrounds. Unique program adaptation and implementation conducted in partnership and coordination with The Universitat Rovira i Virgili (Spain) in a globally networked learning or virtual exchange—an innovative methodology featuring intercultural communication effectiveness and speaking & listening skills (for second-language learners) in online synchronous course delivery and engagement.

Go Virtual Institute (2020)

Participated in and successfully completed with distinction, CSU, Chico's "Go Virtual Summer Institute" for faculty to learn how to convert existing classes into effective online or blended course models. Institute goals included: improving the virtual experience for both students and faculty, and maximizing learning, engagement, and success. This Institute totaled three weeks: five days of institute sessions with embedded cohort meetings and nine days of work time to design and digitize content and materials. In completion, my Course Design video was featured in the Faculty Video Showcase, where faculty were asked to share their course designs for Fall 2020, to reflect on Go Virtual Summer Institute and what they learned.

COMMITTEES, PROFESSIONAL MEMBERSHIPS & HONORS

Campus Facilities Use Committee (Academic Senate Executive Committee Appointment)

Teaching International Languages Graduate Program Committee (CSU, Chico)

American Educational Research Association (AERA)

EnglishUSA—American Association of Intensive English Programs (AAIEP) Executive Board
Nominating Committee

NAFSA: Association of International Educators (NAFSA)

EnglishUSA—American Association of Intensive English Programs (AAIEP)

Study Abroad Advisory Committee (CSU, Chico)

Faculty-Led Study Abroad Scholarship Committee (CSU, Chico)
CSU, Chico International Student Recruitment Advisory Committee
CSU, Chico Internationalization Faculty/Staff Development Task Force
Teachers of English to Speakers of Other Languages (TESOL)
California Teachers of English to Speakers of Other Languages (CATESOL)
Phi Sigma Iota International Foreign Language Honor Society—CSU, Chico Beta Tau Chapter

SECOND LANGUAGE SKILLS

Nepali

REFERENCES

Christine Goulding, PhD, Chair – International Languages, Literatures, and Cultures,
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