

Ghanashyam (Shyam) Sharma

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I. EDUCATION

PhD in Rhetoric and Composition, 2008-2012, University of Louisville, Louisville, Kentucky.

- John Binford Memorial Award; Dean's Citation, 2012
- Excellence in Graduate Teaching Award, 2011.
- University Graduate Fellowship 2008-2012

M. A. in English, 2006- 2008, University of Louisville, Louisville, Kentucky.

- Alice Barns Outstanding Achievement Award; Dean's Citation, 2008
- Assistant Director of University Writing Center, 2007-08

B. Ed. in English, 2003-2004, Faculty of Education, Tribhuvan University, Kathmandu, Nepal.

- Training-intensive degree in 1st division, focusing on English Language Teaching (ELT)

M. A in English (Literature), 1997-2000, Tribhuvan University, Kathmandu, Nepal.

- Gold Medal, "Nepal Bidya Bhusan," 2000 (highest scores in the degree nationally)

B. A. in English (with Econ. Minor), 1994- 1997, Butwal College, Tribhuvan University, Butwal, Nepal.

- Diligence Scholarships (sponsor: Central Bank of Nepal)

High School, St. Joseph's Catholic School, Manipur, India, 1992.

& Intermediate/Associate of Arts degree, Butwal Multiple Campus, Butwal, Nepal, 1992-1994).

II. PROFESSIONAL EXPERIENCES

Assistant Professor, Stony Brook University, Stony Brook, New York, Fall 2012–Present.

Research Assistant to the Dean of Graduate School, University of Louisville, Kentucky, 2009–2011.

Teaching Assistant and **Assistant Director**, Writing Program, U. of Louisville, Kentucky, 2006–2012.

Assistant Director, University Writing Center, U. of Louisville, Kentucky, 2007-08.

Lecturer, Central Department of English, Tribhuvan University, Kathmandu, Nepal, 2001–2006.

Translator and Consultant (part time), Family Health International, Kathmandu, Nepal, 2005–2006.

English Teacher, Nepal (GEMS, Lalitpur, 1998–2000); (New Pinewood, Butwal, 1994–1997).

III. AWARDS, HONORS

- **Bill Godfrey Teaching Excellence Award** (Humanities), College of Arts and Sciences, Stony Brook University, Stony Brook, NY, Apr. 2017.
- **Spirit of Diversity Award**, Career Center, Stony Brook University, Stony Brook, NY, Apr. 2016.
- **John R. Binford Memorial Award** for Excellence in Graduate Studies (conferred at the Doctoral Commencement Ceremony), University of Louisville, Louisville, KY, Dec. 2012.
- **K. Patricia Cross Future Leaders Award**, Association of American Colleges and U., Washington D.C., Jan. 2012.
- **Barbara Plattus Award** for Excellence in Graduate Student Teaching, English Depart., U of Louisville, Apr. 2011.
- **Alice Barns Award** for Outstanding Achievements in MA, University of Louisville, Louisville, KY, Dec. 2008.
- **Nepal Bidya Bhusan**, National Academic Excellence Gold Medal, Royal Palace, Kathmandu, Nepal, 2000.

IV. PUBLICATIONS

A. BOOK

- Forthcoming: *Fostering International Graduate Students' Academic Transition and Success: Policies, Programs, and Practices of Writing Support*.

B. ARTICLES

- Forthcoming: “**Internationalizing Writing in the STEM Disciplines**,” *Across the Disciplines*. Special issue “Bringing the Outside In: Internationalizing the WAC/WID Classroom.” Eds. Stefanie Frigo and Collie Fulford.
- “**World Rhetorics: A Course for the Next Generation of Writing Teachers**.” *Composition Studies*, 44.1 (2016). (pp. 108-26).
- “**Cultural Schemas and Pedagogical Uses of Literacy Narratives: A Reflection on My Journey with Reading and Writing**.” *College Composition and Communication*, 67.1 (2015). (pp. 104-110).
- “**Bonds of Difference: Participation as Inclusion**” & “**Bonds of Difference: Illusion of Inclusion**.” Co-authored with Maha Bali. *Hybrid Pedagogy: A Digital Journal of Learning, Teaching, and Technology*, 2014. (2-part article).
- “**Digital Storytelling in the Composition Classroom: Addressing the Challenges**.” *Computers and Composition Online*, Winter 2013.
- “**Writing a Translingual Script: Closed Captions in the Multilingual Hearing Classroom**.” Collaborated with Amy Lueck. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 17.3, 2013. (Multimodal work).
- “**Monolingualism among Multilingual Scholars and its Implications for EAP/ESP**.” *Professional and Academic English*, 40 (Summer – Autumn), 2012. 28-43.
- “**Criticalizing the pedagogy of English studies**.” *Bodhi: An Interdisciplinary Journal*. 4.1, 2010. (pp. 111-135).
- “**Rethinking Language and Writing in Composition**.” A response essay. *JAC*. 29, 1-2, 2009. (pp. 251-255).
- “**Teaching: What, How, and Why?**” *Chrysanthemum*, 8. (SELS, Tribhuvan U.), 2007. (pp. 27-31).
- “**Teaching and the Demands of Change**.” *Journal of NELTA*, 4.1, 1997. (pp. 76-78).

C. BOOK CHAPTERS

- Forthcoming: **Addressing Monolingual Dispositions with Translingual Pedagogy**. In *Practical Pedagogies: Engaging Domestic and International Students in Translingual & Translocal Writing*. Eds. Frost, Blum-Malley & Kiernan.
- Forthcoming: “**Translanguaging in Hiding: Effects of English-Only Instruction on Education in Nepal**.” In *Transnational Writing Education: Theory and Practice*. Ed. Xiaoye You.
- Forthcoming: “**WAW in the Multi-Disciplinary Graduate Course**” [Vignette]. Co-authored with Andrea Olinger. In *Next Steps: New Directions for/in Writing about Writing*. Eds. Barb Bird, Doug Downs, Moriah McCracken, & Jan Rieman.
- “**Envisioning Postcolonial MOOCs: Critiques and Ways Forward**.” Co-authored with Maha Bali. In *MOOCs and higher education: What went right, what went wrong and where to next?* Eds. Rebecca Bennet & Mike Kent. Routledge, 2017. (pp. 26-44).
- “**Using Mobile Videocapture to Facilitate Student Writing and Learning**.” Co-authored with Soni Adhikari. In *Mobile Technology and the Writing Classroom*. Ed: C. Lutkewitte, NCTE, 2016. (pp. 164-178).
- “**Translating Success: Academic Transition of International Students in the US**.” In *International Student Mobility, Services, and Policy in Higher Education*. Eds. K. Bista. & G. Foster. IGI Global, 2015. (pp. 1-16).
- “**Third Eye: An Exhibit of Literacy Narratives from Nepal**.” Eds. Cynthia Selfe et al. Utah: The University of Utah Press imprint, 2012. (Multimodal work).

- “**Global Popular Culture and Literacy Practices of Nepalese Youth Online.**” Co-authored with Bal K. Sharma. In *Screening Literacy Across Cultures*. Eds. Bronwyn Williams & Amy Zenger. London: Routledge, 2012. (pp. 151-166).

Invited chapters in special topics edited collections (in drafting stages)

- “**Unraveling Colonial Hegemonies: Scholarship and Teaching with Rhetorical Traditions from South Asia.**” *Rhetorics Elsewhere and Otherwise: Contested Modernities and Decolonial Visions*. Eds. Romeo García, Damián Baca.
- “**Writing Struggles and Successes: Terms for Composing in South Asia and the United States.**” *Thinking of Composition in South Asia: Theories and Practices of Writing* (tentative book title). Eds. Mohammad Shamsuzzaman & Fakrul Alam.

D. BOOK REVIEW

- Review of *Student Mobility and the Internationalization of Higher Education: National Policies and Strategies from Six World Regions*. Publisher: Institute of International Education (IIE), *Journal of International Students*, 2, 2, 2012. (pp. 198-199).

E. RELEVANT NON PEER REVIEWED PUBLICATIONS

Op-Ed Articles

- **Thirty-eight articles** (as of May 30, 2017) for *Republica* (a national English daily in Nepal, [sister publication of The New York Times](#)). A column on higher education and society, July 2014-Present.
Samples:
 - “**Semester Misalignments**” (on greater need for teaching-to-testing alignment), Apr. 19, 2017.
 - “**Marks for Life**” (on using assessment to foster students’ professional development), Jan. 4, 2017.
 - “**Cheerleaders for Education**” (on academic leaders’ role in facilitating change), Dec. 12, 2016.
- “**A MOOC Delusion: Why Visions to Educate the World are Absurd.**” *Chronicle of Higher Education: Worldwide*. July 16, 2013.

Editorials

- “**Editorial**”: *International Journal of Multidisciplinary Perspectives in Higher Education*, 1, 2016.
- “**Editorial**,” *Journal of Global Literacies, Technologies, and Pedagogies*. Special Issues on Massive Open Online Courses & International Education, guest edited with Michael Murphy, 2014-15.
- **Editorials**, co-authored as associate editor (1 of 4): *Journal of NELTA* (Nepal English Language Teachers Association), Issues 14 through 17 (2009, 2010, 2011, 2012).
- **Editorials**, *ELT Choutari*, blog-based monthly magazine on English Language Teaching, read by English teachers around the world; 2009-12. (10 editorials).

Blog Posts

- “**Translingual, Transcultural, Transnational: From Buzzwords to Teaching Strategies.**” *Transnational Writing Blog*. Conference on College Composition and Communication, Feb.-Mar., 2015.
- **Eight blog posts on teaching writing**, including four collaborated with SBU colleagues. *RhetCompatStonyBrook* (Writing Program blog, Stony Brook University). 2014-17.
- **Over 100 essays on personal blog** at www.shyamsharma.net, on issues including new media and writing studies, critical pedagogy, and supporting international students. 2009-Present.

F. CREATIVE WRITING

- *Dukhirahane Desh* (a collection of poems in Nepali), Kathmandu: Sunlight Publication, 2006. (title: translates roughly to “country that keeps hurting”; subject: social/political satire).

V. IRB-APPROVED RESEARCH PROJECTS

- **“On Their Own Terms”** (2016-18), a study of writing pedagogies and engagement of global perspectives in Romania, Colombia, India, Nepal (with CCCC grant mentioned below).
Outcomes: described under “Grants, Funding” section below.
- **Writing Support for International Graduate Students in US Universities** (2015-17), on-the-ground data collection at 21 universities, also involved giving a dozen plus talks and workshops during visits.
Outcomes: book manuscript in progress; 2 journal articles to be submitted in 2018.
- **Translating Success** (2014-Present), a web-based participatory action research for the study of academic transition of international students, involving student narratives and expert commentary.
Outcome: Chapter in Bista & Foster edited collection; book-length project envisioned by 2020.
- **International Teaching Assistants in the STEM Fields** (2014-15), research for journal article.
Outcome: article rejected, planning to update and resubmit in 2018.

VI. GRANTS, FUNDING

- **Research Initiative Grant.** Conference on College Composition and Communication (National Council of Teachers of English), 2016-18 (\$9,600), for research in Colombia, Romania, Nepal, and India; with Ligia Mihut (Barry U., Florida), Santosh Khadka (California State U. Northridge), Sara Alvarez (U. of Louisville).
Outcomes: CCCC sponsored panel 2017; conference panel (Bogota, Colombia); drafting in progress for article to be submitted to major Composition journal; “writing for the public” (e.g., guest article).
- **FAHSS Grant** (Faculty in the Arts, Humanities and Social Sciences) (2016-17): Translanguaging in/as Translation. Led by Eriko Sato, for Multilingual and Intercultural Research Center, Stony Brook University, 2016-17, \$3000.
Outcome: Guest speakers invited to Stony Brook University.
- **Presidential Diversity Mini Grant**, 2015-16 (\$3,000), with Alfreda James (Stony Brook U. Career Center).
Outcome: developed and offered professional development workshops for international graduate students.
- **Presidential Diversity Mini Grant**, 2014-15 (\$5,000), with Mawii Ralte, Gene Hammond, Katherine Kaiser.
Outcome: developed and offered academic transition workshops for international undergraduate students.
- **TALENT Grant** (Stony Brook University Faculty Center), 2013-14 (\$3,000), with Christopher Petty.
Outcome: studied faculty use of emerging technologies; presented talks/workshops at CCCC, SUNYCOW, and on campus; wrote a series of posts on department blog; planning to submit a journal article in 2018.
- **Professional Development Awards** (sought for conference expenses), United University Professions (UUP), Stony Brook University, 2013, 2014, 2015, 2016.

GRANTS APPLIED (not funded)

- **National Science Foundation Grant**, NRT-IGE. “Faculty Writing Fellows Program to Strengthen Graduate Writing in the Disciplines.” Member of grant team led by Dr. Nancy Goroff (1 of 8). Requested: \$499,778. 2016.
- **National Education Academy (Spencer) Grant**, “Writing Support for International Graduate Students.” Requested (standard): \$70,000/year sabbatical. 2016.
- **National Endowment for the Humanities** (SBU internal assessment). Standard: \$12,000. 2016.
- **FAHSS** (Faculty in Arts, Humanities, and Social Sciences) grant, “Promoting Academic Writing in the Disciplines” (book project). Requested.: \$3,000. 2014, 2015.
- **TALENT Grant**, Faculty Center, Stony Brook University. Requested: \$3,000. 2015.
- **National Institute of Humanities**, with Bill Torgerson. Requested.: \$70,000. 2015.

VII. TEACHING EXPERIENCE

Stony Brook University, Stony Brook, New York Fall 2012- (Assistant Professor)

- **World Rhetorics:** Special Topic in Writing and Rhetoric (WRT 614/EGL 614)—Fall 2014. This course is designed to help students in the “Graduate Writing Certificate” program survey major rhetorical traditions (including Middle Eastern, South Asian, East Asian, African, and Western), studying representative texts along three axes: historical/temporal, geopolitical/spatial, and ideational/thematic. Themes include education and teaching, privacy and sharing, media and mediation, trust/conflict and negotiation. Implementing the idea of “community as curriculum” developed by David Cormier, who Skyped in to class, students in past classes have blogged for a broad audience, also discussing works of other authors (by Skype), including Jay Jordan, Iswari Pandey, Ligia Mihut, Maha Bali, Damian Baca, Bronwyn Williams, Keith Lloyd, etc. At the end of the semester, students presented teaching- and research- focused projects to a group of my department colleagues.
- **Graduate Level Writing** (WRT 621)—Spring 2015, Spring 2016, Spring 2017. This advanced writing in the disciplines (WID) course is designed to situate the teaching of “remedial” writing skills in the context of advanced academic writing. Drawing on the latest developments in WID studies and ongoing conversations with WID scholars (as part of my own research), I engage students in vigorous intellectual discussions (prompted by some challenging readings) about writing in the academic disciplines. Then students do practical writing exercises, including in different genres related to the job search and the publication process. They also conduct rigorous peer review and reflections, do interviews with experts in their fields, present analysis of text genres in class, and submit final papers by taking a prior work through the writing process.
- **Writing For Your Professions** (WRT 304)—Spring 2014, Fall 2015, Fall 2016. This upper division course is designed to help students prepare to enter the workforce or apply for graduate school. Building on a framework created by a colleague, and using the concept of “intellectual entrepreneurship,” I assign readings on professional communication, helping students develop job search portfolios, write “professional autobiographies,” interview “inspiring figures” in their anticipated professions, analyze genres of writing in those fields, and share their findings in class. Students finally create and present their professional profiles online, expanding on paper resumes and showcasing multiple media and dimensions of their academic and professional experiences/caliber. They also learn to blog, have once experimented with “Twitter Summit” (with a global network), and have had guest lectures (including Dr. Gene Hammond and Dr. Sacha Kopp, plus other scholars by Skype). As with all undergraduate courses, students must meet with me at least five times during the semester. All classes have worked from a course site at: <http://you.stonybrook.edu/wrt304/home/about/>
- **Writing Across Cultures and Contexts** (WRT 302)—Fall 2016. This upper-division undergraduate course is designed to help students explore issues about writing/communication across cultures. Using the concept of “reflective encounters” (LuMing Mao), “community as curriculum” (David Cormier), and “*context* as analytical lens” (Shyam Sharma), students research and write about greeting & socialization, food as a means of cross-cultural relationship, conflict & negotiation, education & teaching/learning, technology in education, etc. After conducting extensive library research for writing a traditional research paper, students also interview fellow students and their professors in a few countries each—via email, Skype, or phone. After having their research and data analysis reviewed by their informants abroad, students further add reflection sections to their papers and use the reflection to present their major experiences/learning at the end of the semester.
- **Intermediate Writing Workshop** (WRT 102), Spring 2013, Winter 2014, Summer 2014, Winter 2015 (online), Spring 2016, Fall 2016, Spring 2017. I teach this course with a focus on global issues and perspectives, genre-focused textual analysis, and reflective writing. Students do extensive readings, writing skills exercises, and smaller assignments to gradually build reading and writing skills. They review scholarship on a topic or write literacy narratives, complete a researched argument, and analyze academic/scholarly texts. They engage in cross-cultural/translingual conversations by deliberately working with peers from different backgrounds. Using rubrics and Google Docs (esp. its sharing, reviewing, and commenting features), they engage in multiple rounds of peer review, as well as multiple rounds of

comments and follow-up one-o-one conferences with me. For some details related to the online version, please see “New Media” section at the end of this document.

- **Perspectives for Global Citizenship (GLS 102)**—Spring 2014, Spring 2017. This course was designed to help students examine how ideas are shaped and conveyed in different contexts and cultures around the world, especially examining how "argumentation" (and even logic) is understood and approached differently in the process of communication—both written and oral. It also helped them enhance the ability to understand, discuss, and write about complex and globally significant issues by considering different perspectives and understanding how contexts and cultures shape rhetoric, writing, and communication as a means of enhancing your sense of “global citizenship,” while also learning about this concept.
- **Communicating Science to the Public (JRN 502)**—Fall 2012. As a guest instructor for the Department of Journalism, I designed this course to help students from various backgrounds (engineering, medicine, natural sciences) use rhetorical and writing skills for communicating their research to public and mixed audiences. This one-credit graduate course focused on five key elements of writing: audience, genre, process, style, and voice. Working in a computer lab, students first “translated” their scientific/academic writing into a letter to the community, describing and establishing the significance of their research project; then they chose a third genre (of their choice) to reach a broader audience.
- **Communicating Science to the Public (JRN 506)**, Spring 2013. Building on the foundation of JRN 502, this course focused on teaching more advanced rhetorical skills for using new media. Students started by reading about the challenges and prospects of scientists communicating their knowledge with the public. Then they wrote a set of assignments including a letter to the editor of a chosen media outlet, asking the recipient to cover the issue of their specialty as one of public interest. Finally, they chose social media platforms that fit their interests and wrote for the public with styles and voices fitting their respective platforms and purposes.
- **Honors Business Thesis (WRT 301)**, Fall 2012 (2 sections), Fall 2013, Fall 2014, Fall 2015. Designed for upper division honors students, this course served the dual purpose of helping students write their honors business thesis and learn a range of academic research skills. Students started by creating their own project schedules for the process of their research, writing, revision, and submission of the thesis. That process also involved practicing and writing the thesis statement and outline, annotated bibliography, and research proposal, followed by rigorous peer review and collaboration in and outside class (including meeting with me at least 6 times).
- **Basic Writing (WRT 101)**. Summer 2013, Fall 2013. Designed to teach basic writing skills to nonnative English speaking students and domestic basic writers, this course focused on critical reading, analyzing academic texts, and practicing the writing process. In addition to writing “academic transition narratives” and practicing sentence and paragraphing skills, students also conducted basic academic research in order to build some foundation for WRT 102.

INDEPENDENT STUDY PROJECTS, Stony Brook University (supported the following students):

- **Morgan Harrington** (Spring 2014)—developed a business plan to tackle “job loss” as a problem underlying homelessness among veterans, building on work from a previous course.
- **Natalie Crnosija** (Spring 2014)—shadowed my teaching (including by providing tutoring for students) and wrote a paper proposing a set of effective approaches for dealing with the dynamics of age/authority, disciplinary knowledge, and perceptions among writing tutors and STEM graduate students.
- **Shreeya Tuladhar** (Fall 2015)—further developed “Project BeaUtiful,” a community initiative on body image eating disorders that she had started with Dr. Cynthia Davidson and has developed into an internship program in the Writing Program.
- **Stephanie Abuso, Tuya Yokoyama**—sought approval and advise for internship at the College of Arts and Sciences and International Student Orientation Program.

University of Louisville, 2006-2011 (Graduate Teaching Assistant)

- **Business Writing (Engl 306)**, Summer 2008, Summer 2009-II & III, Spring 2011. Designed for upper division undergraduate students, this course started with principles and practices of business writing. In a computer-assisted instruction classroom, students learned a range of business communication skills, with attention to emerging information technologies in the workplace. Using concepts of “team writing” (Wolfe, 2009), use of wiki groups, and concepts from Paul and Elder’s model of Critical Thinking, students collaboratively developed and presented business proposals and multimodal marketing pitches at the end of semester.
- **Advanced Composition (Engl 105)**, Fall 2010. This course was designed to allow honors students to read, discuss, research, and respond to issues of globalization, applying critical thinking and academic writing skills with a particular focus on exploring multiple perspectives. Students also analyzed texts in “emerging media” and worked collaboratively to develop and present multimedia projects that demonstrated different perspectives on topics related to readings and discussions in class.
- **British Literature (Engl 302)**, Summer 2010. This survey was designed to help students learn to read British literary texts from the 19th century to the present, mainly using historicist critical perspectives. The course focused on close reading and application of a fairly simple set of critical theory perspectives through analysis of texts in daily and weekly blog posts, class activities, and individual and group assignments.
- **Intermediate College Composition (Engl 102)**, Spring 2008. This course was designed to help students learn, step by step, the fundamentals of research-based academic papers. Students read and annotated texts, summarized and paraphrased the readings, and then learned how to draw on and synthesize multiple sources into their own framework of ideas.
- **Introduction to College Composition (Engl 101)**, Fall 2007. Building on the metaphor of “joining the conversation” in academic writing, this course helped students with analytical reading engaging in writing process. Discussing explicit and implicit conventions about writing in different academic genres and disciplines, they wrote a narrative essay and a research paper.

Tribhuvan University (Central Department of English and Campion College), Nepal, 2000-2006 (Lecturer)

- **Survey of British and American Poetry** (Eng 603), 2001-06. This course covered British and American poetry from Geoffrey Chaucer and Anne Bradstreet to poets of the 1990s. To help students tackle the challenge of reading foreign literature in a challenging genre, I provided resources, took a motivational approach in the classroom, and helped students by being available for consultation outside class.
- **Linguistics and Stylistics** (Eng 501), 2000-06. This course covered fundamentals of linguistics and helped students apply those concepts to literary analysis. A range of additional readings on the history, theories, and debates in linguistics also supplemented students’ understanding and use of complex stylistic perspectives.
- **Literary Criticism and Theory** (Eng 504), 2002-06. This was a comprehensive survey of critical theory “from Plato to the present.” I used small group discussions, commented on student writing, and helped students with unpacking dense texts in critical theory through well-prepared lectures.
- **Critical and Creative Thinking** (Eng 402), 2002-06. This course covered the fundamentals of logic, argumentation, and critical and creative thinking, followed by implementation of the concepts for analyzing literary texts. I helped students understand concepts in the texts’ original social and cultural contexts.
- **Business English** (Eng 205), 2004-06. This course covered fundamentals of business communication. Students learned job market skills for business and banking through collaborative projects, research, and presentation.
- **Foundation of English Literature** (Eng 101, 2002-06). In this foundational course for English majors, I taught philosophical, critical, and literary readings with a focus on comprehension followed by analysis.

TEACHING EXPERIENCE IN SECONDARY SCHOOLS (Nepal)

- **GEMS** (high school), Lalitpur, Kathmandu, Nepal, 1998-2000. English Language Arts.
- **New Pinewood School** (elementary & middle school), Butwal, Nepal, 1994-97. English Language Arts.

VIII. PROFESSIONAL PRESENTATIONS

A. INVITED PRESENTATIONS

INTERNATIONAL

- **Workshop:** “Working with Sources: Strategies for Developing & Sustaining Your Research Agenda,” with Drs. Gene Hammond & Santosh Khadka, Tribhuvan University, Kathmandu, Nepal, Aug. 9, 2016.
- **Talk:** “Get Inspired.” United States Education Foundation, Kathmandu, Nepal, Aug. 2, 2016.
- **Keynote:** “Making Transformations: Growing by Giving.” Transformations: An Educational Summit. Midwestern University, Surkhet, Nepal, Jul. 25, 2016.
- **Featured Paper:** “Translanguaging Done in Hiding.” Writing Education Across Borders, Guangdong University of Foreign Studies, Guangzhou, China, May 20, 2016.
- **Webinar Series:** “Connected Learning,” sponsored by National Writing Project for an international audience, co-facilitated with Maha Bali (American University of Cairo, Egypt), 4 sessions, Aug. 2015.

NATIONAL

- **Paper:** “Countering Insecurity with Advocacy for International Students: Pedagogical and Programmatic Strategies,” (proposal accepted, to be presented with Dr. Kristina Lucenko). Modern Language Association Conference, New York, Mar. 2018.
- **Paper:** “Reflective Encounters: Beyond the Profile of Chinese Students.” Thematic session: “Far Beyond Recruitment: Understand Chinese Students and Helping Them Succeed,” organized by SBU Global Affairs Office and Association of International Education Administrators, Apr. 12, 2017.
- **Lecture:** “The Place of Writing Education in ELT: A Case for Nepal.” Nepal English Language Teachers’ Association, Kathmandu, Nepal, Aug. 13, 2016.
- **Talk:** “Multimedia Across Cultural Borders.” Digital Media and Composition, 2015, Ohio State U., May 20, 2015.

REGIONAL

- **Talk:** “Making Learning Accessible: Teaching Strategies for Helping ‘Multilingual’ Students Transition to and Succeed in College.” Queens College, CUNY, New York, Feb. 28, 2017.
- **Workshop:** “Streamlining Writing,” a full-day session focusing on writing concisely, with editors of biology journals, Cambridge, Boston, Oct. 2016.
- **Talk:** “Writing Studies and Writing-Intensive Pedagogy Across the Curriculum.” Tribhuvan University, Kathmandu, Nepal, July 17, 2016.
- **Roundtable** (led discussion with provost and eight deans of Tribhuvan University): “Implementing and Improving the System in Nepal.” Kathmandu, Nepal, Aug. 15, 2016.
- **Talk:** “Toward a System of Agents and Advocates: Theorizing a Paradigm Shift in Graduate-Level Writing Support for International Students.” Migration Study Project, Penn State University, Dec. 9, 2015.
- **Workshop:** 3-hour writing session for scientists, with Dr. Kristina Lucenko, at Scientific Writing Retreat, organized by Alda Center for Communicating Science, Cold Spring Harbor National Lab, NY, Dec. 4, 2015.

ON CAMPUS (INSTITUTIONAL)

- **Faculty Orientation segment:** “Facilitating International Students’ Academic Transition.” Undergraduate Colleges, Stony Brook U, Dec. 10 & 11, 2016; Jan. 13 & 14, 2017.
- **Talk:** “Beyond Binaries: Teaching as Lifelong Learning.” Kings College, Kathmandu, Nepal, Aug. 11, 2016.
- **Talk:** “Developing Your Research Agenda.” Kathmandu University, Kathmandu, Nepal, Aug. 15, 2016.
- **Workshops/Talks (13 total)** given during research visits (2014-16), titles/presentations varied:
 - **Best Practices in Graduate Writing Support** (talks/focus groups): Pennsylvania State University (12/12/2015); California State U. Northridge (2/11/2016); U. of Louisville (4/2/2015); U. of Louisiana Monroe (1/20/2016).
 - **Reading Strategically in Graduate School** (workshops): Cornell U. (2/20/2015); U. of Louisville (4/2/2015); U. of Florida (11/12/2014); California State U. Northridge (2/11/2016).
 - **Effective Writing Strategies for Graduate Level Writing** (workshops): Ohio State U. (5/22/2016).
 - **Communicating Specialized Knowledge** (workshops): U. of Florida (3/23/2015); Penn State U. (12/10/2015).
 - **Getting Published: Process & Dynamics** (talk): U. of Florida (11/6/2014).
 - **Striving for Originality** (workshop): Ohio State U. (5/21/2016).

B. PAPERS AT PROFESSIONAL CONFERENCES

INTERNATIONAL & NATIONAL CONFERENCES

- “Terms of Discourse, Discipline, and Profession in India.” Part of sponsored panel: “Centering Transnational Work: A Study of Writing Practices in Tertiary Education in Romania, Nepal, India, and Colombia,” invited by Transnational Writing Standing Group, Conference on College Composition and Communication (CCCC), Portland, OR, Mar. 17, 2017.
- “Engaging the Transnational: A Multi-Sited Study of Discourse about Writing in Tertiary Education in Romania, Nepal, India, and Colombia.” Writing Research Across Borders, Bogota Colombia, Feb. 17, 2017. (Shared virtually via website due to difficulties/uncertainties in international travel).
- “Writing Center” (a concurrent session training tutors and director). Transformations: An Education Summit. Midwestern University, Surkhet, Nepal, July 24, 2016.
- “Transitions in the Transnational Turn: Making Pedagogical Interventions.” Rhetoric Society of America Conference, Atlanta, Georgia, May 2016.
- “It Takes a Village: Situating Graduate Writing and Communication for International Students in the Context of Academic Transition and Success.” CCCC, Houston, TX, Apr. 8, 2016.
- “Effective Writing Programs and Pedagogies at the Graduate Levels in STEM Disciplines.” CCCC, Tampa, FL, Mar. 19, 2015.
- “Translating Success: Academic Transition Narratives of Multilingual Students.” CCCC, Indianapolis, IN, Mar. 24, 2014.
- “Who? Me? Rethinking Academic Discourse Vis-à-vis ‘International’ Students,” Rhetoric Society of America Conference, San Antonio, Texas, May 24, 2014.
- “Writing with the World: Using Alternative Rhetorical Models to Unpack Traditional Argumentation.” CCCC, Las Vegas, NV, Mar. 18, 2013.
- “Beyond the Greco-Roman View of Rhetoric: The Use of Nyaya Sutra Argument in a Writing Classroom.” Rhetoric Society of America Conference, Philadelphia, PA, May 26, 2012.
- “Does Language Matter? Nonnative English Speaking Scholars’ Perceptions of Language Difference in Academic Writing in the Disciplines.” CCCC, St. Louis, MO, Apr., 2012.
- “Epistemological Crossroads: Writing Practices of Multilingual Scholars in the Academic Disciplines,” The 22nd Penn State U. Conference on Rhetoric and Composition, State College, PA, July 11, 2011.
- “Global Popular Culture & Literacy Practices of Nepalese Youth Online.” CCCC, Atlanta, GA, Apr. 8, 2011.
- “Navigating Epistemological Worldviews: Nepalese Graduate Students in Rhetoric and Composition Programs in the US.” CCCC, Louisville, KY, Mar. 18, 2010.
- “Perceptions and Perspectives: The Journey of Knowledge in Abhi Subedi’s Fire in the Monastery.” Conference of the Literary Association of Nepal, Kathmandu, Nepal, Mar. 2, 2005.
- “Teaching Speaking: Designing Activities for Large Classes.” International Conference of the Nepal English Language Teachers Association (NELTA), Kathmandu, Feb. 26, 2001.
- “Teaching Listening: Developing Student-Centered Activities.” International Conference of the Nepal English Language Teachers Association (NELTA), Kathmandu, Feb. 24, 2000.

REGIONAL CONFERENCES

- “Internationalization as a Neoliberal versus Humanistic Affordance in Writing Pedagogy.” SUNY Council on Writing Conference. New Albany, NY, Mar. 2016.
- “The Brave New World of Writing Instruction: Lessons from Teaching Writing Online.” Teaching of Writing Festival, Suffolk County Community College. Long Island, NY, Oct. 17, 2015.
- “(Re)imagining, (Re)positioning, and (Re)evaluating Student Knowledge: A Writing Pedagogy for the Globalized Classroom,” panel presented with Blaise Bennardo and Raquel Corona, University of Connecticut Writing Conference, New Haven, CT, Mar. 27, 2015.

- “Global Citizenship in Teaching Writing.” Teaching of Writing Festival, Suffolk County Community College. Long Island, NY, Oct. 28, 2014.
- “Promoting Ownership and Constructive Feedback: Teaching Writing in the Age of Sharing Process and Product,” with Chris Petty. SUNY Council on Writing Conference, Oswego, NY, Sept. 26, 2014.
- “Teaching Writing, Intercultural Competence, and the Advent of MOOCs,” with Michael Murphy, Collaborative Online International Learning (COIL) Conference, Manhattan, NY, Mar. 19, 2014.
- “Teaching Composition” (Roundtable with four colleagues from Writing Program and English Department, SBU), Stony Brook English Graduate Conference, Manhattan, NY, Mar. 1, 2014.
- “Implications of the Politics of Language involving International Teaching Assistants for Composition Studies.” Thomas R. Watson Conference, University of Louisville, Louisville, KY, Oct. 15, 2010.
- “Politics of Technology in Education: The Dangers of Celebration and Resistance.” Kentucky Philological Association Conference, Richmond, KY, Mar. 9, 2010.
- “Marilyn Nelson’s The Cachoeira Tales as Transcultural ‘World’ Literature.” The Louisville Conference on Literature and Culture since 1900, Louisville, KY, Feb. 19, 2010.
- “Fear of the Un-American University: Popular Sentiments and Public Debates about Higher Education in Nineteenth Century America.” Rhetoric Society of America Conference, Minneapolis, MN, May 30, 2010.
- “At the Table with the Enemy: Engaging the Public with the Rhetoric of Diplomacy.” Annual Grad. and Undergrad. Student Conference on Literature, Comp. and Rhetoric, U of Chattanooga, TN, Oct. 17, 2009.
- “Neither Resistance nor Zeal: A Critical View of Technology in Research Writing.” Thomas R. Watson Conference, U of Louisville, Louisville, KY, Oct. 16, 2008.
- “The Politics of Global English: Pedagogical Response to a Double Bind.” Kentucky Philological Association Conference, Louisville, KY, Mar. 9, 2008.

Some conferences attended (no presentation)

- Three-day summer institute at Yale University (keynotes, workshops, peer review of ongoing research, reflection sessions): Graduate Communication Consortium, New Haven, CT. May 8-12, 2016.
- Virtually Connecting, #AMICALNET, with Jim Groom, Maha Bali, and others, May 13, 2016.
- Academic and Professional Writing Conference, University of Maryland, Oct. 10, 2014.
- Webinar on Critical Transitions, led by Jessie Moore of Elon University, June 5, 2013.
- International ELT Conferences, NELTA, Nepal, 1998, 1999, 2003, 2005, 2006.

C. WORKSHOP DEVELOPED & FACILITATED (NATIONAL CONFERENCE)

- “Engaging the Global in the Teaching of Writing.” Half-day, pre-conference workshop at Conference on College Composition and Communication (CCC). Created and led, with 11 scholars from five countries, Mar. 2015.
- “Critically Engaging the Global in the Teaching of Writing: ‘Transrhetorical’ and Transnational Practices/or Global and Local Practices.” CCCC. Second iteration of the above workshop; developed and co-facilitated with Ligia Mihut, Sara Alvarez, and Santosh Khadka. Mar. 2016.
- “Engaging the Global: Challenges and Practices of the Digital in Transnational Writing.” CCCC. Third iteration of the above workshop; developed with Lilian Mina and Lavinia Hirsu, Mar. 14, 2017 (workshop facilitated by Mina and Hirsu due to delayed travel on my part).

D. POSTER PRESENTATIONS (ALL)

- “What’s on the Line about ‘Sharing Everything’?: Promoting Productive and Informed Use of Collaborative Applications in the Writing Classroom.” Multimodal poster, with Chris Petty. Conference on College Composition and Communication, Indianapolis, IN, Mar. 2014.
- “Promoting Productive and Informed Use of Collaborative Applications Online.” Multimodal poster, with Chris Petty. Symposium on Distance Education, Stony Brook University, Stony Brook, NY, Sept. 7, 2013.
- “Technology For Effective Teaching: Adapting the TPACK Model to Composition Courses.” Digital Pedagogy Poster Session, with Amy Lueck, CCCC, St. Louis, MO, Apr., 2012.

E. ON-CAMPUS TALKS, WORKSHOPS, DISCUSSIONS

STONY BROOK UNIVERSITY 2012 -Present

- **Paper:** “Using Video for Enhancing Student Learning in Online Courses.” Colloquium on Teaching Online, Faculty Center (TLT), 2016.
- **Writing Workshops (graduate):** organized by Writing Center and Career Center: Strategic Reading in Graduate School (Sept. 2015); Communicating Specialized Ideas to General/Mixed Audiences (Oct. 2015); Effective Writing Strategies for Graduate Students (Nov. 2015).
- **Writing Workshops (undergraduate),** iCafe events, International Student Orientation Office: Reading Effectively (Mar. 2015); Writing “A” Papers (Apr. 2015); Strategic Reading Skills (Mar. 2016).
- **Paper:** “Screen Capture in 2015: Using Mobile Applications to Facilitate Student Learning,” with Soni Adhikari. Teaching and Learning Colloquium, Faculty Center (TLT), Mar. 2015.
- **Paper:** “Student Centered Activities and Assessment,” with Chris Petty, 6th Annual Teaching and Learning Colloquium, Faculty Center (TLT), Mar. 10, 2014.

UNIVERSITY OF LOUISVILLE, KY (2006-12)

- **Teaching workshops,** The Delphi Center for Teaching and Learning: “Enhancing Collaborative Learning with Wikis and Blogs” (Feb, 10, 2012); “SafeAssign Workshops” for preventing plagiarism by integrating pedagogy with technology (7 workshops, yearlong project 2009-10).
- **Graduate student professional development workshops,** PLAN initiative, Graduate School: “Academic Transition Workshop for New International Graduate Students” (designed and led in 2009, 2010, 2011); “Technology for Professional Development,” with Harley Ferris, Feb. 2010, Jan. 2011); “Wiki and Blog Workshop,” with Ryan Trauman, Sept. 30, 2009).
- **Writing Workshops** for students and instructors, University Writing Center (2006-08): “APA Citation”; “IEEE Citation”; “Editing for Effective Sentence”; “Thesis Statement, Topic Sentence, and Organization”; “Understanding Assignment Prompts”; “Using Rubric”; “Avoiding Plagiarism.”

Brown Bag Sessions in SBU Program in Writing and Rhetoric

- “Teaching (with) Global Issues.” Presented with Kevin Clouter, Rita Nezami, Soni Adhikari, Cynthia Davidson, Oct. 19, 2016. (blog published based on session).
- “Teaching a ‘Superdiverse’ Student Body.” Presented with Bill Torgerson, Guest presenter from St. Johns University, New York. Oct. 7, 2015.
- “Intersections in Basic/Introductory College Writing,” with Liz Kotseas, Apr. 16, 2014.
- “Best Practices for the Use of Collaborative/Interactive Applications in the Writing Classroom,” with Chris Petty, Dec. 4, 2013.
- “Enhancing Revision, Feedback, and Assessment Through the Use of Wiki.” Presented with Chris Petty, Apr. 17, 2013.
- “Collaborative Learning in the Writing Classroom: Techniques and Technologies,” Nov 7, 2012.

IX. SERVICE TO THE PROFESSION

A. DEPARTMENTAL

- **Member,** Graduate Studies Committee, Fall 2016-Present.
- **Member,** Strategic Plan Working Group, Fall 2016-Present.
- **Member,** Assistant Professor Search Committee, Spring-Summer 2016.
- **Member,** Writing Minor Committee, Program in Writing and Rhetoric, 2013-Present.
- **Founder, Facilitator,** RhetComp@StonyBrook, a department blog for teaching discussions, 2013-15.
- **Teaching Observer,** Christine Fena, Geri Lipsultz, Katherine Johnston, Kimberly Towers (2014-16).
- **Faculty Mentor:** URECA Presentation (Undergraduate Research and Creative Activities). Prepared students from WRT 301, GLS 102, and WRT 102 (2014, '15, '16, '17).
- **Faculty Mentor:** Mentored and nominated students who received outstanding academic awards: Sarah (2017), Torrye Zullo (2017), Jhinelle Walker (2017), Crystal Ling (2015), Claire Smith (2013).

B. INSTITUTIONAL

- **Member**, International Students Success Task Force, Spring 2017. (1 of 12, co-presented with another member the group's key findings and suggestions on international graduate student success).
- **Advisory Board Member**, Multilingual and Intercultural Research Center, Stony Brook U, 2015-17.
- **Faculty Advisor:** i) South Asian Student Alliance, ii) Himalayan Club – 2016-Present.
- **Member**, Subcommittee for promotion of writing in the disciplines, College of Arts and Sciences Strategic Plan, Spring 2017-Present.
- **Member**, University Faculty Senate (and A&S at large), Stony Brook University, 2015-2017.
- **Writing Mentor:** supported graduate students of colleagues, including Dr. Radu Sion (Computer Science), Dr. Jessica Gurevitch (Ecology and Evolution), with students' writing and publishing, 2013-Present.
- **Host:** Invited/facilitated guest lecture by Dr. Krishna Bista, on international students, with Alfreda James, for Career Center & Multilingual and Intercultural Research Center, Apr. 14, 2016.
- **Member**, Search committee, Academic Liaison, University Library, Fall 2014.
- **Member**, Planning Committee, "Celebration of Teaching and Learning" (2012), Delphi Center for Teaching and Learning, U. of Louisville, 2011-12.
- **Graduate Student Ambassador**, Graduate School, U. of Louisville, 2011-12.
- **Member**, Search Committee, Program Manager for Graduate School & Faculty Center, May-Aug. 2011.
- **Student Representative:** Strategic Technology Executive Committee (STEC), U of Louisville, 2011.
- **Mentor** to new graduate students in the English Department, U of Louisville, 2009, 2010, 2011.
- **Information Chair** (executive member): Graduate Student Council, U. of Louisville, 2010-11.
- **Facilitator/leader** (1 of 25), Connected Community initiative, CCCC, 2010-11.
- **Member**, Local Committee, CCCC, Louisville, Kentucky, Mar., 2010.

C. REGIONAL

- **Secretary**, SUNY Council on Writing (SUNY COW), 2015-Present: help document organization history; support with organizing conferences; update/maintain website.
- **Member**, ad hoc working group, SUNY Council on Writing members: participated in drafting position statement on online education, Summer-Fall 2013.
- **Chair, Conference panels:** The Louisville Conference on Literature and Culture since 1900, U. of Louisville, KY, Feb. 2009; Thomas R. Watson Conference, U of Louisville, KY, Oct. 2008.

D. NATIONAL

- **Member** (at-large), Executive Board, Consortium on Graduate Communication. 2017-2020.
- **Reviewer**, Annual convention proposals, National Council of Teachers of English: 2015, '16, '17.
- **Member**, Selection Committee, Braddock Award (for best journal article of the year), Conference on College Composition and Communication, Fall. 2016.
- **Coordinator** (1 of 4), Transnational Writing Standing Group, Social Media Team, Conference on College Composition and Communication, Mar. 2014-Present.
- **Guest Editor**, *Journal of Global Literacies, Technologies, and Emerging Pedagogies*, [Special Issue on Massive Open Online Courses](#), with Dr. Mike Murphy, 2014 -15.
- **Facilitator**, Monthly webinar series on International Higher Education & International Students, with Krishna Bista (for *Journal of International Students*), 2016-Present.
- **Judge** (National Committee), [2014 Norman Mailer High School and College Writing Awards Program](#), National Council of Teachers of English, Spring 2014.
- **Associate Editor**, *Journal of International Students*, 2013-Present.
- **Reviewer**, *Journal of International Students*, 2012-13.
- **Reviewer**, *Journal of Global Literacies, Technologies, and Pedagogies* (JOGLTEP), 2012-14.
- **Reviewer**, *Journal of Rhetoric, Professional Communication, and Globalization*, 2012-2014.

- **External Reader**, Doctoral dissertation, Jamila Scott, Morgantown State University, MD., 2017-18; MA thesis, Shyam B. Pandey, Minnesota State University, 2016-17.
- **Chair**: Conference panels, CCCC, Portland, OR, Mar. 2017; CCCC, Indianapolis, IN, Mar. 2014.
- **Volunteer**, Narrative Collection Booth, Digital Archive of Literacy Narrative, CCCC, 2013, 2014.
- **Volunteer**, Conference of the Nepalese Folklore Society, Kathmandu, Nepal, Member, 2004-06.
- **Promoter**, Gurukul Theaters, Kathmandu, Nepal, 2004-06.
- **Volunteer**, NELTA Conferences 2001-2006.
- **Editor** (1 of 5), *Journal of NELTA* (Nepal English Language Teachers' Association), Nepal, 2009-12.

E. INTERNATIONAL

- **Founder, Editor**, *International Journal of Multidisciplinary Perspectives in Higher Education*, 2016-
- **Trainer**, Webinar series, Tribhuvan University, Nepal (helping implement semester-based teaching/learning practices, leading up to a summer institute in Kathmandu), Nov. 2016 – July 2017.
- **Coordinator**, Monthly online teacher training webinars titled “WACAP” (Writing Across Curriculum and in the Professions) for instructors across campus at Midwestern U., Nepal (a program that invited Dr. Gene Hammond and other American scholars as guest speakers for some of the sessions, leading up to a half-week conference in Surkhet, Nepal, in August 2016), Oct. 2015 – June 2016.
- **Facilitator**, Educators Across Contexts, a transnational network of teachers, 2012-16.
- **Co-founder, Editor**, *ELT Choutari*, blog-based monthly magazine on English Language Teaching, read by English teachers around the world; edited with 3-6 co-editors, 2009-12.

X. PROFESSIONAL MEMBERSHIP

- **Conference on College Composition and Communication**, 2009-Present.
- **National Council of Teachers of English (NCTE)**, 2009-Present.
- **Modern Language Association**, 2010-2016-Present.
- **Rhetoric Society of America**, 2009-Present.
- **Literary Association of Nepal**, Nepal, 2003- (Life member).
- **Nepal English Language Teachers Association**, Nepal, 2000- (Life member).

XI. SELECTED ACADEMIC/PROFESSIONAL TRAININGS

- **CITI**, Human subjects research (up-to-date); **Computer security** (SBU), Apr. 2017
- **Graduate Student Professional Development workshops**, Graduate School, U. of Louisville, in areas including grant writing, publication, teaching with technology, presentation skills, ethical issues in research, diversity in the classroom, stress/resilience, time management, wellness, peer mentoring, 2010-2012.
- **Delphi U**, a 4-day training for creating and teaching online courses, U. of Louisville, KY, May 16-19, 2011.
- **GTA Academy** (certificate), Aug. 2009 – May 2010, Graduate School, U. of Louisville, Louisville, KY.
- **Teaching with Technology**, Delphi Center, U. of Louisville (roughly a dozen workshops), 2006-12.
- **Digital Media and Composition**, summer institute, led by Cynthia Selfe, Ohio State U., June 4-16, 2009.
- **Webmaster Accessibility**, Delphi Center, U. of Louisville, Jan. 2009.
- **Evaluation** criteria and assessment administration, Secondary Education Board, Kathmandu, Aug. 2004.
- **Teaching Technical English**, Tribhuvan University, Kathmandu, Nepal, Dec. 2003.
- **English Teacher Training**, National Secondary School Board, Sanothimi, Nepal, 1998-2001.
- **Reflective Teaching**, Training for High School Teachers, British Council, Kathmandu, Nepal, 2000.
- **Orientation**: English Language Teaching (one-day training), NELTA, 1997.

XII. SELECTED INTERVIEWS

- In the Spotlight (PWR): Interview about Teaching Excellence Award. By Sahar Jaffri. Mar. 27, 2017.
- *Boston Review*: “[Lost in Translation](#).” By Eleanor Hildebrandt. Oct. 17, 2016.
- *Rhetoricity* (podcast): “[Transnational Writing and Global Citizenship](#).” By Eric Detweiler, Oct. 5, 2015.
- MIC Research Center: “[Global Citizenship](#).” By Naomi Vingron and Adrienne Blaser, Oct. 9, 2014.
- *PBS NewsHour*: “[Can Online Courses Replace Campus Education?](#)” (debate on MOOCs, Aug. 27, 2014) – interview in segment 1:50-2:55; images from class later in the video.
- SBU Faculty Center: “[Best Practices in ePortfolio Use](#).” Interview. By Linda Milano. Mar. 2014.
- *Tech President*: “[In Tanzania, MOOCs Seen as ‘Too Western’](#).” By Amanda Sperber, Nov. 22, 2013.

XIII. SOME EXPERIENCES IN ACADEMIC ADMINISTRATION

UNIVERSITY OF LOUISVILLE (2006-12)

Research Assistant to the Dean of the Graduate School, U of Louisville, 2009-2011.

Helped the Dean establish “PLAN” (Professional, Life skills, Academic, and Networking skills) initiative; pooled expertise/resources by working with faculty and students across campus; developed, organized and led workshops with other students from different disciplines; created content and assisted with design and maintenance of the program; documented, analyzed, presented program data for promoting the program

Assistant Director, Writing Program (for College of Business), U of Louisville, 2009-10.

Supported faculty members with integrating and teaching writing in their courses; developed and provided resources for student writers through a new website; digitized resources and documented service for future assistant directors; added group consultation using Skype and cloud documents

Assistant Director, University Writing Center, U of Louisville, Louisville, KY, Aug. 2007- 2008.

Developed writing resources and made them available on the WC website; set up a web-based appointment system; consulted in and helped enhance Virtual Writing Center; mentored and participated in training new consultants; helped promote the Writing Center

XIV. NEW MEDIA & RESEARCH SKILLS

• Experiences & Approaches in Teaching **Online**

- **Fully online**: One section of first-year writing course (WRT 102) taught, Summer 2014
- **Hybrid**: One graduate course (WRT 621) facilitates virtual attendance as needed
- **Flipped/Flexible**: One upper-division course (WRT 304) involves video review materials, flexible timeline, and discipline-specific writing research by students for increasing one-on-one conferences
- **Web-Enhanced**: All courses provide most resources on course site/shell, students complete major assignments online, and instructor and peer feedback/response is done on cloud documents

• Technological Skills & Applications

- **Multimedia** (Audacity, iMovie, Movie Maker, Adobe Photoshop): Editing and integrating audio, video, still images, and text
- **Screen- and videocapturing** (Camtasia, SnagIt, YouCapture/mobile): Creating teaching materials
- **Content Management** (Blackboard, with various integrated applications): Making learning accessible
- **Blog** (EduBlog, a Wordpress platform adapted for teachers & students): Used in upper division and graduate courses to help students create professional portfolios and engage professional community
- **Cloud applications** (esp. Google Drive): Teaching (peer/instructor feedback), professional collaboration
- **Web design** (HTML, CSS, Wordpress): Creating and maintaining personal/professional websites
- **Office applications** (MS Word, Excel, PowerPoint): Advanced functions and applications of word-processing, slide design, spreadsheet for pedagogical and professional purposes

- **Web-based communication** (Skype, Hangout, Viber, Messenger, etc – desktop and mobile):
Audio/video conferencing for professional communication/collaboration and teaching
- **Social media** (Twitter, Facebook, YouTube, etc): Microblogging, social networking, video-sharing for personal/professional purposes, community organization/leadership, and for classroom teaching and student engagement
- **Data Analysis for Qualitative Research**
 - **Grounded theory** coding (qualitative research method)
 - **Interviewing** and **transcribing** methods and tools
 - **Data organizing** and **sorting** techniques

XV. LANGUAGE PROFICIENCY

- English, Nepali (native-like proficiency in all areas)
- Hindi (fluent in speech and writing)
- Manipuri, Zou, Paite (some fluency retained from growing up in East India)