

# Atota B. Halkiyo

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## SCHOLARLY SUMMARY & KEY QUALIFICATIONS

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I am an innovative education scholar and practitioner deeply committed to **improving education for all**, with training and experience in educational equity and inclusion, working with special student groups including adult and non-traditional learners, racial and ethnic minorities, marginalized gender groups, and culturally and linguistically diverse students. **15 years of global and U.S.** higher education experience, in various roles ranging from teaching and research to leadership and administrative positions equip me with a broad academic skillset. Specifically, my research interests include internationalization of higher education and comparative international education, knowledge production and policy transfer/borrowing between high-income and low- and middle-income countries, decolonization of education, culturally-responsive pedagogy, gender responsive pedagogy, placemaking, and implementation and evaluation of inclusive educational policies and practices. I look forward to leveraging these skills to increase capacity for inclusive excellence in **higher education**.

## EDUCATION

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### **DOCTOR OF PHILOSOPHY (Ph.D.), EDUCATION POLICY AND EVALUATION**

05/23

Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, U.S.A. ●

3.89 Cumulative GPA

- Fulbright-Hays Doctoral Dissertation Research Award (DDRA) Scholar
- Dissertation: “An Intensive Inquiry into the Higher Diploma Program: A Borrowed Policy and Radical Reform of Instruction and Assessment Methods in Ethiopia”

### **MASTER OF ARTS, EDUCATION POLICY**

05/18

Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, U.S.A

- 3.90 Cumulative GPA
- Arizona Graduate Scholar

### **MASTER OF ARTS, TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)\***

07/10

Addis Ababa University, Ethiopia

- 3.54 Cumulative GPA
- Thesis: “The Primary Purpose of Teachers’ Feedback on Students’ Written Work: Evaluative vs. Instructional”
- \*Degree equivalency has been evaluated by Foundation Services International, Inc. and has been determined to be equal to a MTESOL degree from an accredited institution in the USA

### **BACHELOR OF EDUCATION, ENGLISH LANGUAGE AND LITERATURE, AFAN OROMO MINOR**

07/07

Jimma University, Ethiopia

- 4.0 Cumulative GPA

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- Gold Medallion (Valedictorian), Commencement Ceremony  
Best Thesis Award, “Comparative Study of Public vs. Private Schools in Spoken English Performance”

#### PROFESSIONAL EXPERIENCE

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<b>POSTDOCTORAL ASSOCIATE</b> STEM Transformation Institute, Florida International University, Miami, FL, U.S.A.	11/2023 – Present
<b>GRADUATE RESEARCH ASSISTANT</b> Arizona State University, Tempe, AZ, U.S.A.	05/2017 – 07/2023
<b>ADJUNCT FACULTY, ENGLISH AS A SECOND LANGUAGE</b> Maricopa Community Colleges, Tempe, AZ, U.S.A.	08/2015 – 01/2017
<b>MULTIPLE: LECTURER, DIRECTOR OF ENGLISH LANGUAGE IMPROVEMENT CENTER DIRECTOR OF QUALITY ASSURANCE, TEACHERS’ DEVELOPMENT COORDINATOR</b> Madda Walabu University, Bale Robe, Ethiopia	08/2007 – 12/2014

#### RESEARCH

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<b>Postdoctoral Scholar</b> □ <b>STEM Transformation Institute, School of Education</b> Research project on: “ <i>CAREER: Using Equity Metrics and Reflective Engagement to Transform Engineering Classrooms Towards Racial Equity</i> ,” Florida International University PI: Dr. Stephen Secules	11/2023 - Present
<ul style="list-style-type: none"> <li>• Led (coordinated, managed) the entire research project.</li> <li>• Helped with data collection tools development (e.g., class observation protocol, faculty interview guide, survey).</li> <li>• Developed a recruitment tool and recruited 13 faculty participants for the study.</li> <li>• Interviewed 13 faculty participants.</li> <li>• Conducting classroom observation of 4 faculty-participants.</li> <li>• Conducting weekly faculty debrief/feedback meetings with 4 professors and PI.</li> <li>• Prepare preliminary findings of classroom observations.</li> <li>• Mentoring students (2 graduate/Ph.D. and 4 undergraduate).</li> <li>• Compiling preliminary findings (leading 1 journal paper).</li> <li>• Conducting a systematic literature review: A Systematic Literature Review of the Evidentiary Base of Broadening Participation Literature.</li> </ul>	
<b>USAID-ETHIOPIA</b> □ <b>‘Kefeta’: An Integrated Youth Activity in Ethiopia</b> <i>Graduate Service Assistant and Management Intern, Arizona State University Research Team</i> PIs: Dr. Molly Ott, Dr. Meseret F. Hailu	08/2021 – 07/2023

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- Description: The ‘Kefeta’ Program is a \$60 million, five-year, USAID-supported initiative to improve graduates’ employability for Ethiopian youths.
- Represented ASU Research Team and liaised with 50+ governmental, academic, and community implementing partners.
- Served as a Cultural Mediator, advising the U.S. team on cultural context to maximize the appropriateness of research activities and outcomes.  
Recruited, trained, and mentored outstanding Ethiopian youths as Research Assistants.
- Collaboratively designed studies, conducted interviews, analyzed data, and wrote academic publications with a bilateral team of ASU/Ethiopian faculty and stakeholders.
- Scholarly products: One (1) journal article in progress, two (2) conference presentations at USAID Higher Education Global Evidence Summit and Association for the Study of Higher Education (ASHE), the development of faculty development course for faculty members in Ethiopian universities, and compiled program success stories.

#### **FULBRIGHT-HAYS DOCTORAL DISSERTATION RESEARCH AWARD**

02/2021 – 11/2022

U.S. Department of Education *Fellow*,

*Principal Investigator*

- Awarded \$53,000 to conduct original dissertation research titled “Radical Policy Borrowing: An Intensive Inquiry into the Higher Diploma Program and Reform of Instructional and Assessment Methods in Ethiopia.”
- Conducted mixed methods study: key informant interviews, focus group discussions, surveys, and ethnographic observation to explore changes to instructional and assessment methods in higher education by introducing a specific policy/program, imported from overseas.
- Engaged multiple participant groups: students, faculty, administrative leadership at three public universities, and policymakers at the Ministry of Education.
- Scholarly products: Dissertation and a book that guides global policy borrowing (planned).

#### **BLOOMING PATHWAYS RESEARCH TEAM**

08/2019 – 05/2023

Arizona State University, PI: Dr. Meseret F. Hailu

*Graduate Research Assistant*

- Description: Interdisciplinary team; explored trajectories of Black women in engineering. 1) Described the pathways of Black women in engineering and 2) explored how, if at all, being a first- or second-generation immigrant influences these pathways.
- Provided qualitative methodology leadership: advising on study design, data collection tool development, and conducting qualitative data collection and analysis.
- Helped with website development for (Minority) Black women students in engineering.
- I helped the conceptualization and analysis of **five engineering students pathways to engineering**: “*well-resourced and high-performing engineering students*”, “*under-resourced and high-performing engineering students*”, “*students with an unconventional route to engineering*”, “*students with competing responsibilities outside of engineering*”, and “*under-resourced and under-supported engineering students.*”
- Scholarly products: Website, three manuscripts (one first-authored and two co-authored), seven conference presentations.

#### **MASTERCARD FOUNDATION SCHOLARS PROGRAM**

08/2018 – 05/2023

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Center for Advanced Studies in Global Education, Arizona State University

PIs and Managers: Dr. Iveta Silova, Dr. Yekuai Mlambo, Dr. Aryn Baxter, Dr. Abubaker Idris

*Graduate Research Assistant*

- Description: The MFSP provides comprehensive support to undergraduate and graduate students from Africa who have demonstrated exceptional academic and leadership potential, yet who face significant barriers to continuing their education.
- Conducted research on the lived experiences of international students from Africa. Designed and conducted interviews with the students about their educational trajectories and experiences, on-continent and international migration in pursuit of higher education, and perceived inequities in higher education in the United States.

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- Trained other research members in using Dedoose software for qualitative analysis.
- Made recommendations to program leadership for continuous improvement to the program.
- Compiled annual reports of the program for multiple years.
- Scholarly products: Three manuscripts in progress, three conference presentations at the Comparative & International Education Society, and Arizona State University International Education Conference, three annual reports, and program evaluation tools.

**GENDER- AND CULTURE-BASED EQUITY IN ETHIOPIAN HIGHER EDUCATION**

05/2019 – 12/2021

*Principal Investigator*

- Awarded an internal mini-grant and conducted an original research project.
- Coordinated a bi-national research team, obtained research ethics approval (IRB) at U.S. and Ethiopian institutions, and led all research activities.
- Interviewed 30+ individuals; facilitated focus group discussions with 100+ university students to describe inequities in the curriculum, pedagogy, and learning environment.
- Scholarly products: One journal article is under review at Cogent Education, two manuscripts in progress, and three conference presentations at CIES and ASHE.

**RESEARCH IMPACT IN STEM EDUCATION (RISE) RESEARCH TEAM**

05/2017 – 08/2018

Arizona State University, Ira A. Fulton School of Engineering, PI: Dr. Jeremi London

*Graduate Research Assistant*

- Description: The RISE Research Team examined research impact in STEM education, looking for opportunities to inform educational practices that increase diversity, equity, and inclusion of African American and women students in engineering education.
- Contributed to all aspects of qualitative research: study design, data collection, and analysis.
- Scholarly products: Seven conference presentations at the American Society for Engineering Education, Collaborative Network for Engineering and Computing Diversity, and Frontiers in Education Conference.

**“ENGENDERING HIGHER EDUCATION CURRICULA” RESEARCH PROJECT**

06/2013 – 06/2014

Mada Walabu University, Bale Robe, Ethiopia

*Principal Investigator*

- A year-long, institution-wide exploratory research project aimed at describing gender inequities in the curriculum (course content, teaching-learning processes, and university environment).
- Collected primary data, aggregated secondary data, and analyzed gender inequities in the university education system.
- Provided evidence-informed interventions: Training and tools for faculty on gender responsive pedagogy.
- Gender-responsive planning and support for leadership and administrators.
- Gender responsive behavior, interaction, and environment for students and staff.
- Capacity building of gender office with materials and information.
- Liaised with the national Ministry of Education’s Gender Directorate.
- Awarded 120,000 Ethiopian Birr (\$4,500 USD).
- Scholarly products: Trainings for 120 faculty members, 200 staff, and 4600 students.

## BOOKS AND MEDIA

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Anayatova, D., Basu, M., Darira, S., Freiband, A., Glanz, D., **Halkiyo, A.**, Hovsepian, S., Jenik, A., Jiang, J., Komatsu, H., Kwarase, P., Law, L., Nielsen, A., Oneill, J., Palandjian, G., Pretti, E., Rappleye, J., Sanchez, B., Silova, I., Tsozniashvili, K., & CONTRIBUTING ARTISTS (2022, May). "Turn it Around! An Education Guide to Climate Futures". Arizona State University and Artists' Literacies Institute.  
<https://doi.org/10.14507/OGE-TiA>

Garcia, D., Laczko-Kerr, I., Chachkhiani, K., Gibbs, P.N, **Halkiyo, A.**, Kim, W. Y., Olsen, N., Rodriguez Martinez, S., Tewari, N. R., Vitrukh, M. (2020.) Evaluation report of the Professional Pathways Program for Mesa Public Schools.

## PUBLICATIONS

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### Published/Accepted in Final Form

**Halkiyo, A. B.**, & Hailu, M. F. (2023). Black women's placemaking in undergraduate engineering. Journal of Engineering Education. <https://doi.org/10.1002/jee.20545>.

**Halkiyo, A.B.**, Hailu M.F., & Lott, B.E. (2023). Gender-Based Pedagogical Inequity: Exploring Faculty Perspectives in Ethiopia. Cogent Education. [10.1080/2331186X.2023.2249668](https://doi.org/10.1080/2331186X.2023.2249668).

Hailu, M. F., Lee, E. E., **Halkiyo, A.**, Tsozniashvili, K., & Tewari, N. R. (2023). Gender and higher education in African universities: A critical discourse analysis of key policy mandates in Kenya, Rwanda, and Uganda. Education Policy Analysis Archives, 31.

Kim, M., Hailu, M.F., & **Halkiyo, A.** (2022, November 26). Stories that inform: Obstacles to black female engineers. University World News. [Editorial]. <https://www.universityworldnews.com/post.php?story=20221125092853380>

Lott, B.E., **Halkiyo, A.B.**, Kebede, T., Dedefo, A., Worku, D., Ehiri, J., Madhivanan, P., Carvajal, S., & Soliman, A. (2021). *Health providers' perspectives on barriers and facilitators to implementing a new national cervical cancer screening program in Ethiopia*. BMC Women's Health.

**Halkiyo, A.** (2023). Radical Policy Borrowing: An Intensive Inquiry into the Higher Diploma Program, Reform of Instruction Methods in Ethiopia (Doctoral dissertation, Arizona State University).

### In Review

Thomas, K., Hailu, M.F., Maitra, D.\*, **Halkiyo, A.**, & Coley, B. Leadership, labor, and learning: Perceptions of role strain among undergraduate Black women engineering students. (First Round Review). In Journal of Diversity in Higher Education [In Review].

Hailu, M.F., **Halkiyo, A.B.**, & Coley, B. (2023). The Intersecting Identities of Black Immigrant Women Students and Their Experiences in a School of Engineering. Journal of Women and Gender in Engineering. [In Review].

Hailu, M.F., Ott, M., Adamu, A.Y., **Halkiyo, A.**, Bikila, T.L., & Bishaw, Y. The context for (Un)employability among women graduates of Ethiopian higher education institutions [In Review].

#### In Progress

**Atota Halkiyo**, Abubakar Idris, Janna Goebel, Abou Toure, Yeukai Mlambo & Nana Sakyiwa Brown-Wood (2022). Remote Learning During COVID-19 Global Pandemic: The Experiences of African International Students Studying in the U.S. [To be Submitted Oct. 2022].

**Atota Halkiyo & Breanne** (2022). Gender-based pedagogical inequity in an East African university setting: leadership perspectives in Ethiopia [In Progress].

Yeukai Mlambo & **Atota Halkiyo** (2022). Return Migration of African International Students: Factors Involved in Going-back Decisions: The Case of Intra-Continental/On-Continent International Education [In Progress].

Yeukai Mlambo & **Atota Halkiyo** (2022). Return Migration of African International Students: Factors Involved in Going Back Decisions: The Case of Off-Continent International Education [In Progress].

Carlos Casanova, **Atota Halkiyo & Julia Silver** (2022). Studies on “Trump Era” on Latinx Youths: What Do We Know and Don’t Know? Systematic Literature Review [In Progress].

Carlos Casanova, **Atota Halkiyo & Julia Silver** (2022). “Trump Era” and its Impact on Latinx Youths: Literature Review [In Progress].

**Atota B. Halkiyo**, Breanne E. Lott, Yeukai Mlambo, Lencho Samuel, Baru Aboma & Muhammed Jemal (2022). Gender inequity in East African higher education pedagogy: Students’ perspectives in an Ethiopian University [In Progress].

#### PRESENTATIONS

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#### Presented/Published

Hailu, M.F., **Halkiyo, A.B.**, Leta Bikila, T., Turan, A. (2022). "Youth-Led Participatory Action Research in Ethiopia: Implications for Higher Education Innovation & Employability." USAID Higher Education Global Evidence Summit. Virtual, May 3-18, 2022.

Hailu, M.F., Ott, M., Adamu, A., **Halkiyo, A.B.** (2022). "The Context for (Un)Employability Among Women Graduates of Ethiopian Higher Education Institutions." Association for the Study of Higher Education (ASHE) 2022. Las Vegas, NV, November 16, 2022.

Lott, B.E., **Halkiyo, A.B.**, Tefera Deressa, B., Dedefo, A., Bekele, E., Jeylan, A., Hailemariam, D., Worku Kassa, D., Madhivanan, P. (2022). "To be screened or not to be screened: A participatory exploration of community priorities around cervical cancer screening decision-making in Ethiopia." International Cancer Education Conference. College Park, MD, October 12-14, 2022.

Thomas, K., Hailu, M.F., Maitra, D., Coley, B., & **Halkiyo, A.B.** (2022). "Leadership, Labor, and Learning: Perceptions of Role Strain Among Undergraduate Black Women Engineering Students." American Educational Research Association (AERA) 2022. San Diego, CA, April 21-26, 2022.

**Halkiyo, A.B.** Abubakar Idris, Janna Goebel, Abou Toure, & Nana Sakyiwa Brown-Wood (2022). "Reimagining Global Education during the COVID-19 Pandemic: Experiences and Lessons from African International Students." Presentation in a session: "New ways of thinking about education and the post-pandemic world." Comparative and International Education Society (CIES) 2022. Minneapolis, MN, April 18-22, 2022.

**Halkiyo, A.B.** (2022). Chaired Session: "New Ways of Thinking about Education and the Post-Pandemic World." CIES 2022. Minneapolis, MN, April 18-22, 2022.

**Halkiyo, A.B.** (2021). "Undermining and Disempowering Gender Support Structures in Higher Education in Ethiopia: A Qualitative Exploration of Barriers to Gender-Equitable Education". Presentation in a session: "Broadening the Conceptualizations and Practices of Equity in Higher Education Policies and Structures: A Collaborative Inquiry about Minoritized African Students". vCIES 2021, April 25-May 2, 2021.

**Halkiyo, A.B.** (2021). New Scholars Dissertation Mentoring Workshop on "Radical Policy Borrowing: An Intensive Inquiry into Higher Diploma Program, a Radical Reform of Instruction and Assessment Methods in Ethiopia". Participated in Peer Mentorship/Feedback. vCIES 2021, April 25-May 2, 2021.

**Halkiyo, A.B** & Meseret F. Hailu (2021). "Community, Culture, and Academic Capital: Black Women's Placemaking in Undergraduate Engineering". American Society for Higher Education (ASHE) 2021, San Juan, Puerto Rico, November 3-26, 2021.

**Halkiyo, A.B.** (2021). "Radical Policy Borrowing: An Intensive Inquiry into the Higher Diploma Program, a Reform of Instruction and Assessment Methods in Ethiopia". Presented at Mary Lou Fulton Doctoral Students Showcase, Arizona State University, Tempe, AZ, April 29th, 2021.



**Halkiyo, A.B.** (2021). "Understanding [Racial] Identity Formation Among African Immigrant Youth and Emergent Adults". Chaired a session: AERA 2021 Conference.

Hailu, M.F., Coley, B., & **Halkiyo, A.** (2021) "A Qualitative Investigation of the Experiences of Black Immigrant Women in Undergraduate Engineering in the Southwestern United States." AERA 2021, April 9-12, 2021.

Meseret F. Hailu, Brooke Coley & **Halkiyo, A.B.** (2020). "Black Immigrant Women in Undergraduate Engineering: A Basis for Understanding through a Critical Discourse Analysis of Institutional Policies." ASHE 2020, New Orleans, LA, November 18-21, 2021.

**Halkiyo, A.B.**, Hailu, M.F., & Lott, B.E. (2020). "Gender-Based Pedagogical Inequity in an East African University Setting: Exploring Faculty Perspectives in Ethiopia." ASHE 2020 Conference, New Orleans, LA, November 18-21, 2020.

**Halkiyo, A.B.**, & Adnan Abdullahi (2020). "Things We Wish our ASU Community Knew about Us: Insights from MasterCard Scholars." International Education Conference, Arizona State University, Tempe, AZ, Dec. 11, 2020.

**Halkiyo, A.B.**, Lott, B.E., Samuel, L., Aboma, B., Jemal, M., Silova, I., Mlambo, Y. (2020). "Students' Perspectives on Broadening Participation of Female Students and Improving Gender-Equitable Education in an East African University Setting." CIES 2020, Virtual, March 22-26, 2020.

Lott, B.E., **Halkiyo, A.B.**, Kebede, T., Dedefo, A., Worku, D., Ehiri, J., & Soliman, A. (2019). "Save the Mothers! Provider Perspectives on How to Improve Cervical Cancer Education and Screening Implementation in Ethiopia." International Cancer Education Conference 2019, Salt Lake City, UT, September 18-20, 2019.

London, J.S., Lee, W.C., Watford, B., **Halkiyo, A.B.**, Pee, C.M., Holloman, T., Hawkins Ash, C.A. (2019). "Toward a National Agenda for Broadening Participation of African Americans in Engineering and Computer Science: Highlighting Barriers in the Workforce." American Society for Engineering Education (ASEE) 2019, Tampa, FL, June 16-19, 2019.

**Halkiyo, A.** (2019). "Pedagogical Equity: By Design or Accident?" 15<sup>th</sup> International Congress on Qualitative Inquiry, Champagne, IL, May 15-18, 2019.

Baxter, A., Mlambo, Y.A. & **Halkiyo, A.** (2019) "Regional Student Mobility as a Sustainable Development Strategy in Africa: Examining the Lived Experiences of Regionally Mobile Scholarship Recipients. CIES 2019, San Francisco, CA, April 14-18, 2019.

Hawkins Ash, C., Lee, W., London, J., Holloman, T., Jew, G., **Halkiyo, A.**, Watford, B. (2018). "Toward a

National Agenda for Broadening Participation of African Americans in Engineering and Computer Science: A Methodological Overview of Phase II.” Frontiers in Education Conference, Diversity & Inclusion Initiatives Track, San Jose, CA, Oct 3-6, 2018.

Holloman, T., Hawkins Ash, C., Lee, W., London, J., Jew, G., **Halkiyo, A.**, Watford, B. (2018). “Broadening Participation in Engineering and Computer Science: A Methodological Process for Exploring the Perspectives of the Subject-Matter Experts across Sectors.” Frontiers in Education Conference, San Jose, CA, Oct 3-6, 2018.

Lee, W. C., London, J., Watford, B. A., Holloman, T. K., Jew, G., & **Halkiyo, A. B.** (2018). “Towards A National Agenda for Broadening the Participation of African Americans in Engineering and Computer Science: Insights from Year 1.” ASEE 2018, Salt Lake City, UT, June 24-27, 2018. Paper ID #21996. Retrieved from: <https://peer.asee.org/29636>.

Lee, W.C., London, J., Watford, B., Holloman, T., Jew, G., **Halkiyo, A.** (2018). “Pushing Students Away: Developing a Research Agenda for Broadening Participation of African Americans in Engineering and Computer Science.” ASEE 2018, Salt Lake City, UT, June 24-27, 2018.

Holloman, T. K., Lee, W. C., London, J. S., **Halkiyo, A. B.**, Jew, G., & Watford, B. A. (2018). “A Historical and Policy Perspective on Broadening Participation in STEM: Insights from National Reports (1974-2016).” Collaborative Network for Engineering and Computing Diversity (CoNECD) Conference 2018, Race/Ethnicity Track Technical Session, Crystal City, VA, April 29-May 2, 2018. Retrieved from: <https://peer.asee.org/29508>.

Jew, G., London, J., **Halkiyo, A.**, Lee, W., Holloman, T. (2018, May). “Four Things We Should Be Doing, But are Not, in Examining the Broadening Participation in STEM.” Collaborative Network for Engineering and Computing Diversity (CoNECD) 2018, Crystal City, VA, April 29-May 2, 2018.

**Halkiyo, A.** (2018). “Sexuality Around the World” Panel Discussion. Guest Panelist for CPH 330: Human Sexuality. Instructor: Lee Ann Hamilton. University of Arizona, Tucson, AZ, Feb 2018.

Switzer, H., **Halkiyo, A.**, & Lott, B. (2015). Girl Rising Documentary Screening and Gender Development Forum: Panel Presentation. Peace Corps Week, Arizona State University, Tempe, AZ, March 2015.

**Halkiyo, A.** & Lott, B. (2014). Grassroot Soccer SKILLZ Youth Workshop: “Gender and Communication.” Action for Gender Equality (AGE) Summit, Peace Corps Ethiopia, Addis Ababa, Ethiopia.

## TEACHING

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**KEFETA COURSE (FACULTY DEVELOPMENT COURSE)**  
Hybrid (online and in-person in U.S.A. and Ethiopia) *Instructor*

Spring 2023

- Delivering a hybrid three-module faculty development course for 80 Ethiopian faculty members as a part of ASU's role in USAID 'Kefeta' Project in Ethiopia.

**APPLIED INQUIRY IN HIGHER EDUCATION (HED 573), ARIZONA STATE UNIVERSITY**

Fall 2021

Mary Lou Fulton Teachers College, Tempe, AZ

*Teaching Assistant*

- Assessed and graded students' works.
- Provided individualized feedback and mentored 20 students.

**ESL COURSES, PARADISE VALLEY COMMUNITY COLLEGE**

08/2015 – 01/2017

Maricopa Community Colleges, Phoenix, AZ

*Adjunct Faculty*

- Designed and taught curricula: English as a Second Language to ~15 international students.
- Courses- ESL 097 Writing, ESL 011 Speaking and Listening, & ESL 010 Grammar.
- Evaluated by the direct supervisor (ESL evening supervisor), faculty-chair, and students. Overall rating of "effective" with 22/22 items rated effective by supervisor in March 2016 and 6/6 ESL Level 1 Grammar students answering "Yes, I will tell other students to take this teacher" in October 2016.

**ESL COURSE, RIO SALADO COMMUNITY COLLEGE**

08/2015 – 06/2016

Maricopa Community Colleges, Tempe, AZ *ESL*

*Workplace Instructor*

- Facilitated weekly workplace-based English classes for immigrant adult learners with basic English and literacy abilities, focusing on applying language mastery practically. The goal was to increase learners' employability and/or advancement and mobility within current work positions.

**ESL COURSES, REFUGEE FOCUS**

08/2015 – 08/2016

Lutheran Social Services of the Southwest, Phoenix, AZ

*ESL Instructor*

- Instructed newly arrived refugees in a daily ESL program with a class size of 25-30 adult language learners from various countries and cultures.
- Built and fostered a learning community among students with social cohesion and a welcoming learning environment.
- Facilitated cultural integration into the U.S. by developing language lessons applicable to the needs of recently resettled refugees to gain independence with daily tasks and needs, e.g., accessing transportation, healthcare, and work opportunities.

**TEFL COURSES, MADDA WALABU UNIVERSITY**

08/2007 – 12/2014

English Language and Literature Department, Bale Robe, Ethiopia

- Developed curricula including teaching materials, academic modules, and assessment guides.
- Delivered content in English-focused classes to 20-60 students or staff members at a time.
- Held academic support hours to assist and mentor students.

## ACADEMIC LEADERSHIP & OTHER EXPERIENCE

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MADA WALABU UNIVERSITY, Bale Robe, Ethiopia

08/2007 – 12/2014

### ***Teachers' Development Coordinator***

- Continually assessed teachers' needs and provided appropriate development opportunities, including original trainings and workshops, improved access to school resources, and referral where appropriate.
- Regularly contributed to and participated in interdepartmental meetings, workgroups, initiatives, and programs.

### ***Director, Higher Education Relevance and Quality Assurance Directorate***

- Liaised between all university departments, senior management, and the national HERQA agency.
- Assessed gaps in Quality Assurance university-wide, intervened by organizing training for 400 university lecturers over one week with the HERQA national agency, developed improved processes, and measured outcomes.

### ***Coordinator, Higher Diploma Program***

- Trained 40 Instructors on pedagogy during a year-long professional development and certification program.
- Coordinated all program functions including budgeting, management, administration, and reporting.

### ***Director, English Language Improvement Center***

- Led a team of 4 instructors and 6 students to execute all functions of the center.
- Established customized ELIC programs and events (e.g., English clubs, library/resource center).
- Created user-friendly TEFL resources e.g., manuals and worksheets for local and national distribution.
- Led workshops and presented on best practices at national ELIC conferences hosted by the Ethiopian Ministry of Education.

## AWARDS

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- 2020 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship, U.S. Department of Education, fiscal year 2020-2021 (\$51,253)
- 2021 GPSA and ASU Graduate College Graduate Research and Support Program (\$2000)
- 2021 ASU Graduate & Professional Student Association (GPSA) Publication Grant (\$880) 2020 Mary Lou Fulton Teachers College Educational Policy & Evaluation Research Grant Award (\$903)
- 2020 Mary Lou Fulton Teachers College Travel Grant (\$750)

- 2020 Mary Lou Fulton Teachers College Doctoral Student Research Mini-Grant Awards (\$400)
- 2019 Mary Lou Fulton Teachers College Mini-Research Grant (\$400)
- 2019 Graduate and Professional Students Association Travel Grant (\$1000)
- 2019 Mary Lou Fulton Teachers College Travel Grant (\$750)
- 2016 Arizona Graduate Scholar Award (\$1000/semester)
- 2013 Mada Walabu University Research Award (\$4,500)

PROFESSIONAL DEVELOPMENT, TRAINING, AND CERTIFICATIONS

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- 2018 Social Network Analysis Training, Arizona State University
- 2017 ATLAS.ti Training, Arizona State University, Office of the Dean for Research
- 2016 Comparative & International Education Society (CIES) 2016 Symposium  
Center for Advanced Studies in Global Education, Arizona State University
- 2015 Adult Education Certificate, Arizona Department of Education (IVP Fingerprint Clearance) 2015  
AZTESOL State Conference, Mesa Community College
- 2015 Preparing ESL Students for Academic Writing: Teaching Discourse Synthesis, Pearson U.S. ELT  
Webinar
- 2015 Four Skills Teaching, Pearson U.S. ELT Webinar
- 2015 Teaching with Technology and 21<sup>st</sup> Century Skills, Pearson U.S. ELT Webinar
- 2015 CANVAS Basics Training, Online Instructional Platform & Software Training
- 2010 English Language Improvement Center National Conference, Ministry of Education,  
Ethiopia
- 2012 Presentations: 1) ELIC Best Practices and 2) English Language Resource Sharing Workshop 2008  
Higher Diploma Program Certification, Pedagogical & Professional Teacher Education,  
Ethiopia

ACADEMIC AND COMMUNITY SERVICE

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**STUDENT AFFAIRS COMMITTEE**

08/2021 – 05/2023

Education Policy and Evaluation Program, Arizona State University, Tempe, AZ

*Student Representative*

- Participated in monthly meetings with faculty to discuss various issues and provide students perspective.
- Maintained a live Google doc to field questions and concerns from the student body, and relayed concerns to appropriate committees, staff, faculty, and administration.
- Represented and advocated for the equity and inclusion of international students’ perspectives, experiences, and interests.
- Reviewed course evaluations for anonymity of responses, and reported to administration.
- Reviewed requirements for student grants, EPE committees, and Ph.D. admissions.

**CONFERENCE PLANNING COMMITTEE**

08/2021 – 05/2022

Comparative and International Education Society (CIES)

*Student Volunteer Member*

- Reviewed and scored multimedia conference submissions, including abstracts and videos.
- Planned and scheduled social media engagement posts.
- Provided insights during regular planning meetings with committee members.

**PEER REVIEWER**

2022 – Present

- Journal: *Education Policy Analysis Archives*.
- Journal: *The International Review of Research in Open and Distributed Learning (IRRODL)*, *Turkish Psychological Counseling and Guidance Journal* ● Journal: *Cogent Education*

**MORKACHU INITIATIVE**

08/20 – Present

Shashamene, Ethiopia

*Founder*

- Established a merit- and needs-based scholarship for high school students.
- Organized a small board and fundraised to provide 20 scholarships.

**FACULTY INTERNAL GRANTS PROGRAM**

04/2020

Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ

*Reviewer*

- Reviewed and scored faculty internal grant proposals using an evaluation rubric.

**ACTION FOR GENDER EQUALITY SUMMIT**

03/2014

U.S. Peace Corps, Peace Corps Ethiopia Gender and Development Committee, Addis Ababa, Ethiopia

*Mentor/ Summit Leader*

- Facilitated delivery and translation of formal and informal lessons on leadership, life skills, and gender concepts at a weekend-long youth summit.

**GRASSROOT SOCCER**

08/2013 – 03/2014

Bale Robe, Ethiopia

*Volunteer Coach*

- Led a youth soccer team implementing standardized SKILLZ methodology developed in South Africa. Held bi-weekly soccer practices using specially developed lesson plans to teach Ethiopian youth about HIV prevention and life skills.

**ADVANCED SPOKEN ENGLISH BUSINESS TRAINING**

12/2010 – 03/2011

Madda Walabu University, Bale Robe, Ethiopia *Volunteer Teacher*

- Developed lesson plans, modules, and hand-outs for support staff on business-related English language, culture, and practices. Implemented during a four-month course as a form of Professional Development.

- Presented with University Community Service Recognition Award from the Office of the President for commitment to the program and community.

**PEDAGOGICAL TRAINING FOR SURROUNDING HIGH-SCHOOL TEACHERS AND PRINCIPALS** 2013-2014

Madda Walabu University, Bale Robe, Ethiopia *Trainer*

- Trained over 120 higher teachers and principals from four surrounding partner high schools on contemporary pedagogy (student-centered teaching and continuous assessment strategies).
- Developed active learning and continuous assessment training manual.

**ACTIVE LEARNING AND CONTINUOUS ASSESSMENT GUIDELINE** 2013-2014

Madda Walabu University, Bale Robe, Ethiopia *Developer/Writer*

- Co-wrote university-wide *Active Learning and Continuous Assessment Guideline* along with my colleague. The guideline was a framework for the university faculty to guide students' assessment and grading and implement active learning and continuous assessment.
- The guideline guides the use of 60% continuous assessment and 40% final exam/summative assessment before any faculty posts a student's final grade, and it serves as a source of reference for examples of active learning methods and continuous assessment strategies implemented in Ethiopian contexts.

**LANGUAGES**

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Afan Oromo (Oromifa)- Fluent, Native | Amharic- Fluent, Native | English- Fluent, Acquired