

Andrés Montoya

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KEY QUALIFICATIONS

- 9+ years of collective domestic/international teaching and academic/career advising experience, including 3 years of teaching and 2+ years of advising undergraduates in higher education.
- 7+ years of editing, publishing, and academic/creative writing experience, including one academic publication, 20+ literary publications, and co-founding an online literary journal.
- Bilingual fluency in Spanish and English; elementary speaking fluency in German.
- Superb written and verbal communication skills honed through decades of writing and public speaking in academic, professional, and community engagement contexts.

EDUCATION

- Expected
May 2024 **PhD, Media Studies**
University of Oregon | *Eugene, OR*
- *Interest Areas: Generation Z communication, science communication, sport communication, critical theory and media*
- May 2015 **MA, Teaching English as a Second Language**
Northern Arizona University | *Flagstaff, AZ*
- GPA: 4.0 (with distinction)
 - *Interest Areas: Sociolinguistics, cross-cultural communication, L2 writing*
- May 2009 **BA, Writing**
Rice University | *Houston, TX*
- Minor: Linguistics
 - GPA: 3.93 (Summa cum laude)
 - *Interest Areas: Rhetoric and composition, technical writing, morphology*
 - Study Abroad: Kent State University Florence in Florence, Italy (2007)

DOMESTIC TEACHING AND TUTORING EXPERIENCE

- Aug. 2019-
Dec. 2019 **Instructor**, NAU School of Communication
Northern Arizona University in Flagstaff, AZ
- Taught Basic Communication Course to 30 undergraduate Communication students, introducing the elements, concepts, theories, and terminology comprising the Communication discipline.
- Aug. 2013-
May 2015 **Graduate Teaching Assistant**, NAU Program in Intensive English (PIE)
Northern Arizona University in Flagstaff, AZ
- Taught a Level 3 (Intermediate) Listening & Speaking course and a Level 4 (Intermediate-High) Content-Based Instruction to 30 international students and prepared them academically for the US university system.

- Designed class syllabi centered on 3 large theme-based projects with an integrated skills focus to maximize variety in student learning.
- Collaborated with an assessment team member to design and implement analytic rubrics for multi-staged class projects.
- Developed 2-hour-long lesson plans twice a week, maintaining keen attention to details as well as flexibility with back-up activities.
- Created supplementary materials including reading guides; vocabulary worksheets; content and vocabulary quizzes; group activities (e.g., discussion questions, scenarios, and role plays); grammar activities; and worksheets based on video and other media.
- Participated in 2 weekly meetings to monitor students' progress and collaborate with other section instructors.

Feb. 2013-
June 2013 **ESL Instructor**, Houston Adult Education Center
Houston, TX

- Taught 20+ adult immigrants from Mexico, Central America, South America, and China in weekly multilevel ESL classes to improve their functional English.
- Created beginner-level lesson plans for the textbook *Step Forward 1* to be archived for future instructors.

June 2009-
May 2010 **English Language Tutor**, OWL Intensive English Program
Rice University in Houston, TX

- Tutored Saudi exchange students in ESL and in American culture, accumulating 100+ hours of informal tutoring and TOEFL preparation.

Aug. 2006-
May 2009 **Writing Center Tutor**, OWL Writing Center
Rice University in Houston, TX

- Aided 300+ students in writing and editing papers from all academic fields.
- Trained 10 incoming tutors on writing center policies to help them achieve maximum professionalism and excellent customer service.
- Managed the front desk, answered phones, and scheduled 50 tutoring sessions each semester, maintaining organized administrative practices.

INTERNATIONAL TEACHING EXPERIENCE

Aug. 2015-
June 2016 **English Language Fellow**, funded by the US Department of State
Samarkand State Institute of Foreign Languages in Samarkand, Uzbekistan

- Taught Teaching Integrated Language Skills (TILS), an English language methodology course, to 50+ third-year undergraduate students.
- Conducted biweekly workshops on language teaching techniques and methodologies for teachers' professional development.
- Prepared teachers and students for the speaking portion of the IELTS exam.
- Co-organized and administered four IELTS practice exams to 30 students.
- Ordered 200-300 books to enhance the English Faculty library.
- Designed performance-based assessment rubrics for a local English competition.
- Conducted speaking lessons for 30+ students in the neighboring

communities outside of Samarkand.

- Presented the plenary address at a national conference based in Samarkand.
- Presented 6 seminars at an in-service teacher training institute in Almaty, Kazakhstan for K-12 teachers.

June 2010-
July 2012 **TEFL/Community Development Volunteer**, Peace Corps
Darkhan-Uul, Mongolia

- Taught integrated English as a Foreign Language classes to 500+ secondary students in grades 7-11 in a countryside school.
- Co-organized and conducted teacher training workshops for 25 provincial teachers to facilitate their professional development.
- Trained and supervised 68 incoming Volunteers in the Mongolian language and culture, preparing them to be diplomatic and respectful cultural ambassadors. Collaborated with local stakeholders to start a community recycling program to educate community members about the practice and reduce land pollution.

RELEVANT HIGHER EDUCATION EXPERIENCE

Apr. 2018-
Present **Program Coordinator, Career Development Specialist**, NAU Career Development
Northern Arizona University in Flagstaff, AZ

- Advise hundreds of students on all aspects of the job application/search process, resulting in 20+ students whom I have coached securing jobs and internships.
- Educate students about career exploration tools and strengths/interest surveys to help them gain awareness of career options and undertake career experiments.
- Conduct mock interviews for 50+ students pursuing full and part-time jobs, internships, and admission into graduate programs.
- Facilitate workshops for 10-100 students at a time in various specialized college programs to educate them about relevant 21st-century career content in accord with the National Association of Colleges and Employers.
- Coordinate with 5+ campus colleges and departments to create and implement programs to incorporate career content in course curricula.
- Create content and layout of NAU's 20-page Career Resource Guide using MS Publisher, supervising one undergraduate student assistant in the process.

Nov. 2016-
Apr. 2018 **Academic Advisor**, NAU Gateway Student Success Center
Flagstaff, AZ

- Advised 300+ students on their degree progression plans and academic goals, teaching them to be self-directed in managing their undergraduate careers.
- Maintained detailed knowledge of the university academic catalog and 92 bachelor degree program requirements to accurately advise students.
- Acted as a resource to help students find campus and community partners.
- Liaised with the College of Social and Behavioral Sciences and other stakeholders to successfully present workshops to hundreds of incoming students and their parents.
- Assisted in coordinating 12 biannual orientations, successfully enrolling thousands

of incoming students based on their test scores, credentials, and degree paths.

- Spearheaded effort to certify office as part of NAU's Green Office Certification Program (certification obtained April 2018).

Feb. 2017-
June 2017;
Aug. 2015

Test Developer, High Institute for Elastomer Industries
University of Akron in Akron, OH

- Developed tasks for the Test of Elastomer English, an English for Specific Purposes test administered in Yanbu, Kingdom of Saudi Arabia.

Jan. 2009-
May 2009

Editorial Assistant (Intern), *The Exquisite Corpse Annual*
Rice University in Houston, TX

- Worked under Associate Professor Gordon Garr in the Rice Writing Department as an editorial assistant on an international literary journal called *The Rio Grande Review*.
- Proofread and copyedited a 300-page novel by Gordon Garr with attention to detail and accuracy.

RESEARCH EXPERIENCE

Sept. 2019-
Dec. 2019

Principal Investigator, NAU School of Communication
Northern Arizona University in Flagstaff, AZ

- Design a qualitative study entitled "Gen Z GIF Use in Online Communication" to explore trends in GIF use among members of Gen Z in e-communication.
- Obtained official approval from university IRB after gaining CITI certification
- Prepare research report to submit for possible publication in academic journals.

May 2014-
July 2014

Research Assistant, Northern Arizona University English Department
Northern Arizona University in Flagstaff, AZ

- Analyzed speaking tasks using Audacity for Dr. Sven Thornes's research project "Investigating Discourse Features for Northern Paiute Grammatical Structures."
- Transcribed and coded 5 recorded hours of audio data, giving crucial attention to accuracy and details.

CONFERENCES AND PRESENTATIONS

- **Montoya, A.** (2019, April). *Let our voices be heard: Applying Communication Accommodation and Symbolic Convergence Theories to Gen Z Tumblr posts on gun violence.* Presented at Southwest Communication Association Conference in Glendale, AZ.
- Flynn, D., **Montoya, A.**, & Wong, Q. (2018, April). *Current trends in academic advising.* Presented at NAU University Advising Lunch & Learn Spring Series in Flagstaff, AZ.
- **Montoya, A.** (2016, November). *Vocabulary review activities for second and foreign language learners.* Presented at the ARKTESOL conference in Bentonville, AR.

- **Montoya, A.** (2016, April). *Listen to the music: Music pedagogy for adult learners*. Presented at the Communicative Aspects of Modern Linguistics and Linguistics didactics conference in Samarkand, Uzbekistan.
- **Montoya, A.** (2015, November). *Voice of America: Videos that stimulate language learning*. Presented at the Scientific and Methodological Aspects of Teaching Foreign Languages based on Information and Communication Technologies conference in Samarkand, Uzbekistan.
- Coral, S., & **Montoya, A.** (2014, October). *Listen to the music: Music pedagogy for adult learners*. Presented at the AZTESOL conference in Flagstaff, AZ.
- Burk, D., Liu, B., & **Montoya, A.** (2014, September). *Ideas for written corrective feedback*. Presented at the NAU L2 Writing Club meeting in Flagstaff, AZ.
- **Montoya, A.**, Simms, C., & Croix, A. (2014, April). *Teaching EFL in Mongolia*. Presented for the Graduate Student Association of Applied Linguistics Guest Lecture Series in Flagstaff, AZ.
- Abdurkarimov, K., **Montoya, A.**, & Olds, A. (2014, February). *Music plus English: Building English language learners' fluency through songs*. Workshop presented at the Peaks Interdisciplinary Conference at Northern Arizona University in Flagstaff, AZ.

ACADEMIC PUBLICATIONS

- **Montoya, A.**, & Coral, S. (2018). Listen to the music: Using songs in listening and speaking classes. *English Teaching Forum*, 56(1), 22–29.

MEDIA PUBLICATIONS

- **Montoya, A.** (Script Author). (2019). *Earth Notes* [Radio series]. Flagstaff, AZ: KNAU (NPR syndicate).

LITERARY JOURNAL PUBLICATIONS

- **Montoya, A.** (in press). "Three Days." *Appalachian Heritage*.
- **Montoya, A.** (in press). "Lessons from an Orca: Grieving." *Appalachian Heritage*.
- **Montoya, A.** (2019). "The Monsoons, Reluctant to Fall." *Southwestern American Literature*.
- **Montoya, A.** (2019). "Mirage." *Frontier Poetry*.
- **Montoya, A.** (2018). "A Eulogy in Autumn." *Poetry Quarterly*.
- **Montoya, A.** (2018). "Habitable Worlds That Have No Sun." *Pennsylvania Literary Journal*.
- **Montoya, A.** (2018). "Petit Jean." *Bayou Magazine*.
- **Montoya, A.** (2017). "Dreamcatcher." *Maumelle Magazine*.
- **Montoya, A.** (2017). "Winter Solstice Ghazal." *The Ghazal Page*.
- **Montoya, A.** (2016). "Delirium Poem." *Sweet Tree Review*.

- **Montoya, A.** (2016). “Tierra del Fuego.” *Sweet Tree Review*.
- **Montoya, A.** (2015). “At the Spillway.” *After Hour Happy Hour Review*.
- **Montoya, A.** (2014). “Things I Never Told You.” *Ghost Ocean Magazine*.
- **Montoya, A.** (2014). “Make Sure.” *Gravel Literary Journal*.
- **Montoya, A.** (2014). “Improvising.” *Gravel Literary Journal*.
- **Montoya, A.** (2014). “So Brief Your Thoughts of Her.” *The Montucky Review*.
- **Montoya, A.** (2014). “In Passing.” *The Montucky Review*.
- **Montoya, A.** (2014). “We Laid in Those Same Fields.” *The Round*.
- **Montoya, A.** (2014). “Virgen.” *The Round*.
- **Montoya, A.** (2012). “A Thought in Memphis.” *Deep South Magazine*.
- **Montoya, A.** (2012). “Ripple Effect.” *New Plains Review*.
- **Montoya, A.** (2009). “A Lazy Sunday.” *Vortex Magazine*.

PROFESSIONAL AFFILIATIONS

- National Communication Association (August 2018-Present)
- TESOL International (October 2013-Present)
- National Peace Corps Association (July 2012-Present)

FOREIGN LANGUAGE SKILLS

- Spanish | Native Fluency (Native speaker)
- German | Novice-high (estimated rating)

ADDITIONAL HONORS

- Won Northern Arizona University Staff Interdisciplinary Writing Program contest (2018).
- Awarded Northern Arizona University’s Sybil Hall Shott English Scholarship (2014).
- Nominated by *Ghost Ocean Magazine* for The Pushcart Prize in poetry (2014).
- Published debut poetry collection, *Pilgrims and Strangers* (Six Gallery Press, 2013).
- Selected as a Peace Corps Trainer to teach incoming Volunteers in Mongolia (2012).
- Received Educator’s Medal from the Khovd Ministry of Education in Mongolia (2012).