

Dawn Wink

Santa Fe Community College
Santa Fe, New Mexico, USA

Education

- PhD, Transformative Studies, California Institute of Integral Studies, 2021
- Dissertation: Stories at the Intersection of Language and Landscape through the Lenses of Wildness, Beauty, and Imagination: A Scholarly Personal Narrative.
- Trainer-of-Trainers (TOT) Certificate, School for International Training, 2010
- MA, Educational Crosscultural Leadership, California State University, 1999
- BA, International Relations, Minor in Spanish, University of California/Davis, 1990

Professional Work Experience

- Director, Department of Teacher Education Santa Fe Community College (2011- pres).
- Interim Associate Dean, School of Trades, Advanced Technologies, Sustainability, Professional Studies, Business, and Education of Santa Fe Community College (February 2021 – August 2021)
- World Learning Specialist and Instructor (2016—Present)
- Teaching Assistant, Transformative Studies PhD Program, 2018, 2020
- Facilitator & Consultant, 2010—Present
- Trainer-of-Trainers for Teaching English to Speakers of Other Languages (TESOL) School for International Training Graduate Institute, 2009—2013
- Faculty, Associate Professor, Department of Teacher Education, Santa Fe Community College, 2006—2011
- Adjunct Faculty, Institute for American Indian Arts Taught advanced Fiction Writing class (2006)
- Adjunct Faculty, College of Santa Fe, 2005-2006
- Educational Instructor & Consultant, California State Government, 1997-2006

Professional Affiliations

- Alliance for Multilingual and Multicultural Education (AMME);
- American Education Research Association (AERA); Member (2022-present). Annual Ethnographic & Qualitative Research Conference (EQRC); 2019, 2022).
- Association for the Study of Literature and Ecology (ASLE); Presenter (2019); Member (2019-Present). Bilingual Educators Emphasizing and Mastering Standards (BEEMS);
- National Association of Bilingual Education (NABE)
- Santa Fe Community College; Chair, President's Diversity Committee (2010 –2012); Member (2008-2012)

Relevant Presentations

- Wink, D. Decolonizing Multilingual Education Research Through Lilyology, SPN, Wildness, Beauty, Imagination; Symposium of Southern Ontario University on New Perspectives in Language Education, Southern Ontario University, June 24-25, 2022.
- Wink, D. Ecolinguistics Through Wildness, Beauty, Imagination: Transdisciplinary Research Through
- Scholarly Personal Narrative and Lilyology. The 6th International Conference on Ecolinguistics; University of Graz, Graz, Austria, September 24-25, 2022.

- Wink, D. Stories at the Intersection of Language and Landscape Through Wildness, Beauty, and Imagination.
- Wink, D. Stories at the Intersection of Language and Landscape Through Wildness, Beauty, and Imagination.
- International TESOL Convention, Pittsburgh, PA, March 22, 2022.
- Wink, D. Transdisciplinary and Creative Research Through Scholarly Personal Narrative and Lilyology. Ethnographic & Qualitative Research Conference, Virtual, March 21-22, 2022
- Wink, D., Wink, J., Herman, J., York, A. Theory to Models: Three Case Studies, Conference on Academic Research in Education (CARE), Virtual, March 21-22, 2022
- Wink, D. Engaged Curriculum and Interview with Dawn Wink, MEXTESOL, August 28, 2021
- Wink, D. The Intersection of Language and Landscape Through Wildness, Beauty, and Imagination, First Presbyterian Church, Santa Fe, NM, November 8, 2019
- Wink, D. Pastoral Landscape Through an Ecolinguistic Lens, Beyond Retreat: (Re) thinking Pastoral Landscape in a Posthuman Turn, Association for the Study of Literature and Ecology, Davis, CA, June 26-30, 2019
- Wink, D. Online Curriculum Design, Laborers' International Union of North America (LIUNA) Training and Education Fund, Chicago IL. June 2019
- Wink, D. & Wink, J. A Case for Utilizing Research of Storytelling and Scholarly Personal Narrative in Qualitative Research Studies, 31st Annual Ethnographic & Qualitative Research Conference (EQRC), University of Nevada, Las Vegas, NV. February 25-26, 2019
- Wink, D. Creating Curriculum and Activities, Laborers' International Union of North America (LIUNA) Training and Education Fund, Chicago, IL. June 2018
- Wink, D. & Wink, J. Bilingualism: Our Best Bet, TESOL International Convention, Chicago, IL 2017
- Wink, D. Keynote: Teaching Passionately: Passion, Freedom, & Structure Presentation: Informal Assessment: It's All About Authenticity! MEXTESOL Conference, Tampico, Mexico. September 22-23, 2017
- Wink, D. Teaching English to Speakers of Other Languages Intensive, Language Institute for Sustainability & Transformative Education, Oaxaca, Mexico, July 2017
- Wink, D. Professional Communication for the Professional Instructor, Laborers' International Union of North America (LIUNA) Training and Education Fund, Chicago, Ill. June 2017
- Wink, D., Ferguson, K., & Mayo, M.C. Writing Across Borders, Women Writing the West Conference, Santa Fe, NM October 2016
- Wink, D. Advanced Pedagogy for Educators, Laborers' International Union of North American (LIUNA) Training and Education Fund, Chicago, Ill. June 2012
- Wink, D., De Jong, E., Gilmetdinova, A. Ioannou, C., Dwyer, E., Ramos, F. Roundtable Discussion on Language, Culture, and Identity, TESOL International Conference, Baltimore, MD April 6, 2016

Research and Publications

- Wink, D. "Stories at the Intersection of Language and Landscape through the Lenses of Wildness, Beauty, and Imagination: A Scholarly Personal Narrative," to meet requirement for PhD in Transformative Studies at the California Institute for Integral Studies, San Francisco, CA. 2021.
- Wink, D. *Meadowlark: A Novel* (Pronghorn Press, 2013) Women Writing the West Historical Fiction Finalist High Plains Book Award Finalist 2014 Woman Writer

- Wink, J. & Wink, D. *Teaching Passionately: What's Love Got To Do With It?* (Pearson,2004)

Chapters and Articles

- Wink, D. "Beyond the Brick Wall: Transdisciplinary and Creative Research Through Scholarly Personal Narrative and Lilyology," *Handbook of Creative Data Analysis*. To be published 2022.
- Wink, D. "Lenses of Lilies," *Langscape*, Fall 2022.
- Wink, D. & Tweit, S. "Mother Tongues: Two Writers Explore the Words and Cultures that Shape Their Connection to Place," *Langscape* (Vol. 5, Issue 1, Summer 2016)
- Wink D. "Invisible Borders of the Heart," *Santa Fe Literary Review*, Fall 2016
- Wink, D. "Wild Waters: Landscapes of Language," *Langscape* (Vol. 4, Issue 1, Summer 2015)
- Wink, D. "Practices to Encourage Teacher Sustainability, Efficacy, and Bilingual Emergent Student Success," a chapter in *Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*, in the series *Advances in Research in Teaching*, edited by David and Yvonne Freeman, May 2015
- Wink, J., Britton, K., McMorow, T., Schneider, D., Scott, C., Wienk, R., and Wink, D. "Socrates Returns to the Classroom," a chapter in *Meeting the Challenges of the Changing Demographics Using Assessment and Instruction that Make a Difference in EL's Success*, Rowman & Littlefield, 2015
- Wink, D. "Veins of Turquoise: Migration and Immigration," *Bilingual Basics: Special Topics Issue*, TESOL Publications, July 2012
- Wink, D. "Raven's Time: Critical Literacy in the American Southwest," *Critical Literacy: Theories and Practice*, Vol. 3:2 2009
- Wink, D. & Wink, J. "Bilingual Basics," *National Association for Bilingual Education Journal*, Fall 2006
- Wink, D. & Wink, J. "Dual Language Models and Intergenerational Inspirations," a chapter in *Rights to Language; Equity, Power, and Education*, by Robert Phillipson. Lawrence Erlbaum. 2000
- Wink, D., Wink, J., Kerper-Mora, J. & "Dueling Models of Dual Instruction," *Bilingual Research Journal*. Fall, Vol. 25, Number 4, NABE, 2000

Candidate's Statement: What kind of leaders does the association need? Why are you a good candidate to choose them?

We within the TESOL International Association find ourselves in the field at a crucial moment in time when our decisions regarding how our paradigmatic lens of English around the globe will have a direct impact on global sustainability. The previous century often held the teaching of English through the lens of the colonizer with the focus on English as a means to either subjugate and control or the primary means to economic success with little priority given to the vibrancy and necessity of mother tongue languages. We now know the dramatic impact this has had on ecolinguistic diversity and global sustainability. Ecolinguistic diversity and English language teaching do not need to be on opposite ends of the spectrum, but can co-exist with the mutual benefit of both and their speakers. The intertwined relationship between ecological and linguistic diversity is well-researched and documented. As we enter the Anthropocene era, we in the TESOL field hold the responsibility to embrace this relationship and work toward ecological and linguistic diversity and health. The nominating committee holds a

vital role in the guiding leadership of our organization and the decisions made will have an exponential impact on languages, their speakers, and global sustainability. My background in multilingual education, ecolinguistics, and linguistic human rights grounds me in the knowledge, research, and experience to contribute meaningfully to our organization's role in these urgent current events.