

Nelson C. Brunsting

120 Reynolda Hall
Wake Forest University
Winston-Salem, NC 27109
p. 336.758.7053
e. brunstnc@wfu.edu

EDUCATION

- | | | |
|------|-------|--|
| 2016 | Ph.D. | University of North Carolina at Chapel Hill
School of Education: Educational Psychology |
| 2009 | M.A. | Classics, Victoria University of Wellington, New Zealand |
| 2006 | B.A. | Classics, Wake Forest University |

MANUSCRIPTS PUBLISHED (23) *denotes graduate student; +denotes undergraduate student

Kiang, L., **Brunsting, N. C.**, *Zachry, C., +He, Y., +Takeuchi, R., & Tevis, T. (in press). Identity fusion of international students with different social groups and well-being outcomes: A longitudinal study. *Journal of Studies in International Education*. doi: 10.1177/1028315320932320

Brunsting, N. C., *Zachry, C. E., +Liu, J., Bryant, R., +Fang, X., +Wu, S., & +Luo, X., (in press). Sources of perceived social support, social-emotional experiences, and psychological well-being of international students. *Journal of Experimental Education*. doi:10.1080/00220973.2019.1639598

Cumming, M., O'Brien, K. M., **Brunsting, N. C.**, & Bettini, E. (in press). Special educators' working conditions, self-efficacy, and instructional and behavior management practice use with students with Emotional/Behavioral Disorders in self-contained settings. *Remedial and Special Education*.

Lane, K. L., Oakes, W. P., Royer, D. J., Menzies, H. M., **Brunsting, N. C.**, Buckman, M. M., Common, E. A., Schatschneider, C., & Lane, K. S. (in press). Middle and high school teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*.

Oakes, W. P., Lane, K. L., Royer, D. J., Menzies, H. M., Buckman, M. M., **Brunsting, N. C.**, Cantwell, E. D., & Schatschneider, C. (in press). Elementary teachers' self-efficacy during initial implementation of comprehensive, integrated, three-tiered models of prevention. *Journal of Positive Behavior Interventions*. doi: 10.1177/1098300720916718

Bettini, E., Cumming, M., O'Brien, K. M., **Brunsting, N. C.**, Raganathan, M., Sutton, R., & Chopra, A. (2020). Predicting special educators' intent to continue teaching students with

- emotional/behavioral disorders in self-contained classes. *Exceptional Children*, 86, 209-228. doi: 10.1177/0014402919873556
- Bettini, E, Cumming, M. M., **Brunsting, N. C.**, McKenna, J. W., Cooper, C., Muller, R., & Peyton, D. (2020). Administrators' roles: Providing special educators opportunities to learn and enact effective reading practices for students with EBD. *Beyond Behavior*, 29, 52-61. Invited article for special issue focused on reading instruction for students with EBD. doi: 10.1177/107429560904024
- Common, E. A., Lane, K. L., Cantwell, E. D., **Brunsting, N. C.**, Oakes, W. P., & Bross, L. A. (2020). Teacher-delivered strategies to increase students' opportunities to respond: A systematic methodological review. *Behavioral Disorders*, 45, 67-84. doi: 10.1177/0198742919828310
- ⁺Luo, Z., ⁺Wu, S., ⁺Fang, X., & **Brunsting, N. C.** (2019). International students' English competence, domestic student support, and well-being in U.S. universities. *Journal of International Students*, 9, 954-971. doi: 10.32674/jis.v0i0.605
- Brunsting, N. C.**, ^{*}Mischinski, M. M., ⁺Wu, W., Tevis, T., ⁺Takeuchi, R., ⁺He, Y., ⁺Zheng, Y., & Coverdell, T. (2019). International Students' Social Outcomes, Educational Status, and Country of High School Graduation. *Journal of Studies in International Education*, 23, 589-606. doi: 10.1177/1028315318825362
- O'Brien, K. M., **Brunsting, N. C.**, Bettini, E., Cumming, M. M., Rangunathan, M., & Sutton, R. (2019). Special educators' working conditions in self-contained settings for students with emotional/behavioral disorders: A descriptive analysis. *Exceptional Children*, 86, 40-57.
- Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., Hicks, T., & Lane, N. A. (2019). A Comparison between the SRSS-IE and BASC-2 BESS scores at the middle school level: A Look at Convergent Validity. *Behavioral Disorders*, 44, 162-174.
- Garwood, J. D., & **Brunsting, N. C.** (2019). Self-regulated strategy development: Moderating effects of gender and receiving special education services. *Special Education Research, Policy & Practice*, 3, 162-181.
- Brunsting, N. C.**, Smith, A. C., & ^{*}Zachry, C. E. (2018). Academic and cultural transition course for undergraduate international students: Efficacy and socio-emotional outcomes. *Journal of International Students*, 8, 1497-1521.
- Brunsting, N. C.**, ^{*}Zachry, C. E., & ⁺Takeuchi, R. (2018). Predictors of international undergraduate student psychosocial adjustment to U.S. universities: A systematic review from 2009 to 2018. *International Journal of Intercultural Relations*, 66, 22-33.
- Brunsting, N. C.**, Smart, J. W., ⁺Eisner, J., ⁺Liu, J., Coverdell, T., & ⁺Sun, W. (2017). Arrive prepared: An academic college transition program for international pre-college students. *E-Source for College Transitions*, 15, 9-12.

- Bettini, L., Cumming, M., Merrill, K., **Brunsting, N. C.**, & Liaupsin, C. (2017). Working conditions in self-contained settings for students with emotional disorders. *Journal of Special Education, 51*, 83-94.
- Garwood, J. D., Ciullo, S., & **Brunsting, N. C.** (2017). Teaching adolescents with emotional-behavioral disorders to comprehend narrative texts and read fluently. *TEACHING Exceptional Children, 49*, 391-401.
- Lane, K. L., Oakes, W. P., Powers, L., Diebold, T., Germer, K., Common, E. A., & **Brunsting, N. C.**, (2015). Improving teachers' knowledge of functional assessment-based interventions: Outcomes of a professional development series. *Education and Treatment of Children, 38*, 93-120.
- Lane, K. L., Oakes, W. P., Common, E. A., Zorigian, K., **Brunsting, N. C.**, & Schatschneider, C. (2015). A comparison between SRSS-IE and SSiS-PSG Scores: A look at convergent validity. *Assessment for Effective Intervention, 40*, 114-126.
- Brunsting, N. C.**, Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979-2013. *Education and Treatment of Children, 37*, 681-711.
- Sreckovic, M. A., **Brunsting, N. C.**, & Able, H. (2014). Victimization of students with Autism Spectrum Disorder: A Review of Prevalence and Risk Factors. *Research in Autism Spectrum Disorders, 8*, 1155-1172.
- Garwood, J. D., **Brunsting, N. C.**, & Fox, L. C. (2014) Improving reading comprehension and fluency for adolescents with emotional-behavioral disorders: Recent research synthesized. *Remedial and Special Education, 35*, 181-194.

MANUSCRIPTS IN REVISION AND/OR UNDER REVIEW

- Brunsting, N. C.**, Bettini, E., Cumming, M., & O'Brien, K. M. (2020). Comparing special educators' working conditions across self-contained classes and special education schools serving students with EBD. *Manuscript under revision.*
- *Zeng, F., **Brunsting, N. C.**, Jayawickreme, E., Kiang, L., Kathuria, S., & Brocato, N. (2019). Predictors of international student well-being from a national dataset. *Manuscript under review.*
- Bettini, E., Lillis, J., Stark, K., & **Brunsting, N. C.**, & Morris-Mathews, H. (2020). Special educators' experiences of interpersonal interactions in self-contained classes for students with emotional/behavioral disorders. *Manuscript under review.*

MANUSCRIPTS IN PREPARATION

- Brunsting, N. C.**, Bettini, E., Common, E. A., Royer, D. J., Rock, M., & Lane, K. L. (2020). Working conditions, social support, self-efficacy, and burnout of a national sample of special educators serving students with EBD. *Manuscript in preparation.*

Harrison, J. K., **Brunsting, N. C.**, Chiles, P. L., & Prentice, L. (2020). Comparing U.S. abroad and international students' experiences of homesickness and resilience. *Manuscript in preparation.*

Kathuria, S., Zeng, F., Chiles, P. L., & **Brunsting, N. C.** (2020). Efficacy of global textbook project for enhancing U.S. high school students' global competency. *Manuscript in preparation.*

Tevis, T., Kugel, S., Bryant, R., & **Brunsting, N. C.** (2020). Associations between international student utilization of and satisfaction with campus organizational supports and their well-being. *Manuscript in preparation.*

Brunsting, N. C., & *Zachry, C. E. (2020). Adapted measures for a global mindset: intercultural inquiry and global responsibility. *Manuscript in preparation.*

Brunsting, N. C., Zeng, F., Harrison, J. K., Kathuria, S., & Brocato, N. (2020). Comparing well-being of domestic, international, and domestic students' with study abroad experience. *Manuscript in preparation.*

BOOK CHAPTERS

Cumming, M., Bettini, E., & **Brunsting, N. C.** (2020). Special educators' working conditions. *Invited chapter in preparation for Handbook of Special Education Research.*

Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., & **Brunsting, N. C.** (2020) Special educators' well-belling. *Invited chapter in preparation for Handbook of Special Education Research.*

PRESENTATIONS

Brunsting, N. C., Kathuria, S., Zeng, F., & Harrison, K. (2020, March) *Whose support is most important for international students' well-being: faculty, domestic students, or other international students? A quantitative study.* A paper presented virtually for Comparative and International Education Society Annual Conference, Miami, FL.

Kathuria, S., & **Brunsting, N. C.** (2020, March). *Broadcasting your successful program using data: steps assessment creation with an example from Wake Forest's university-wide Quality Enhancement Plan initiatives.* An assessment presentation accepted by North Carolina Association of International Educators, Winston Salem, NC.

Brunsting, N. C., Bettini, E., Common, E. A., Rock, M., & Royer, D. J. (2020, February). *Social support, self-efficacy, and burnout of special educators of students with EBD.* A paper presented at the Council of Exceptional Children (CEC) Annual Conference. Portland, OR.

Royer, D. J., **Brunsting, N. C.**, Oakes, W. P., Lane, K. L., Buckman, M. M., Common, E. A. (2020, February). *Secondary teachers' sense of efficacy and burnout after two years of implementing Ci3T.* A paper presented at the Council for Exceptional Children Convention and Expo. Portland, OR.

- Cumming, M. M., O'Brien, K. M., **Brunsting, N. C.**, & Bettini, E. (2020, February). *The effect of working conditions on instructional practices used with students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference. Portland, OR.
- Brunsting, N. C.**, Kathuria, S., Rothberg, K. T., & Dale, S. (2020, February). *We built an awesome program, now what? Best practices in assessment with an example from Wake Forest's Quality Enhancement Plan Initiatives Assessment*. A paper presented at the Workshop on Intercultural Skills Enhancement Conference, Winston-Salem, NC.
- Zeng, F., **Brunsting, N. C.**, Hubbard, K., Ziesel, J., & Kathuria, S. (2020, February). *Whose support is most important for international students' well-being: Faculty, domestic students, and/or other international students?* A paper presented at the Workshop on Intercultural Skills Enhancement (WISE), Winston-Salem, NC, USA.
- Brunsting, N. C.**, Royer, D. J., Oakes, W. P., Lane, K. L., Menzies, H. M., Buckman, M. M., Common, E. A., & Allen, G. E. (2019, October). *Ci3T Models of Prevention: Middle and high school teacher efficacy and burnout*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Buckman, M. M., Royer, D. J., Common, E. A., **Brunsting, N. C.**, Lane, K. S., Perez-Clark, P., Oakes, W. P., Lane, K. L. (2019, October). *Treatment Integrity of Primary Prevention Efforts: Lessons Learned from a Systematic Review of the Literature*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Behavior Disorders of Children and Youth. Tempe, AZ.
- Allen, G. E., Buckman, M. M., Common, E. A., Royer, D. J., Oakes, W. P., **Brunsting, N. C.**, Lane, K. S., & Lane, K. L. (2019, October). *Examining social validity in tiered systems of support: A systematic review*. A presentation at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.
- Brunsting, N. C.**, Rothberg, K., & Dale, S. (2019, July). *Assessing global mindsets: Developing direct and indirect measures of global competency learning outcomes*. Poster presented at the Campus Life Assessment Expo, Winston-Salem, NC.
- ⁺He, Y., ⁺Takeuchi, R., Kiang, L., **Brunsting, N. C.**, ^{*}Zachry, C., & Tevis, T. (2019, March). *Identity fusion and well-being of international university students in the United States*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Brunsting, N. C.**, Hubbard, K. L., & Ziesel, J. P. (2019, March). *Sources of social support and international student social-emotional adjustment to U.S. universities*. A paper presented at the North Carolina Association for International Education (NCAIE) Conference, Winston-Salem, NC.

⁺He, Y., ⁺Zheng, Y., ⁺Liu, J., & **Brunsting, N. C.** (2019, February). *The relationship between domestic student friendships and international students' social outcomes at U.S. universities*. A paper presented at the Workshop on Intercultural Skills Enhancement (WISE) Conference, Winston-Salem, NC.

Cumming, M., Bettini, E., O'Brien, K., & **Brunsting, N. C.** (2019, January). *Special educators' working conditions and commitment to teaching students with EBD*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

Bettini, E., **Brunsting, N. C.**, Lillis, J., & Stark, K. (2019, January). Interpersonal dynamics among adults serving students with EBD in self-contained classes. A poster presented at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

Bettini, E., Ansley, B., Cumming, M., O'Brien, K., Garwood, J., **Brunsting, N. C.**, & Ruble, L. *Supporting special education teachers' well-being: Current research and future directions*. A panel presentation at the Council of Exceptional Children (CEC) Annual Conference, Indianapolis, IN.

Brunsting, N. C., Cumming, M., Bettini, L., & O'Brien, K. (2018, October). *Special educators' working conditions, stress, and commitment to continue teaching in self-contained settings for students with EBD*. A paper presented at the 41st Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.

Bettini, L., **Brunsting, N. C.**, Lillis, J. & Stark, K. (2018, October). *Interpersonal dynamics among adults serving students with emotional/behavioral disorders in self-contained classes*. A paper presented at the 41st Teacher Educators for Children with Behavioral Disorders (TECBD) Annual Conference, Tempe, AZ.

Oakes, W. P., Lane, K. L., Menzies, H. M., Royer, D. J., Common, E. A., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Ci3T models of prevention: Teachers' efficacy*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Buckman, M. M., Lane, K. L., Oakes, W. P., Allen, G. E., Common, E. A., Royer, D. J., **Brunsting, N., C.** & Lane, K. S. (2018, October). *Assessing treatment integrity of primary (Tier 1) practices in schools implementing Ci3T models of prevention*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

Lane, K. L., Oakes, W. P., Royer, D. J., Common, E. A., Allen, G. E., Buckman, M. M., & **Brunsting, N. C.** (2018, October). *Professional learning: Empowering Ci3T leadership teams*. A paper presented at Teacher Educators for Children with Behavioral Disorders Annual Conference on Severe Behavior Disorders of Children and Youth. Tempe, AZ.

⁺Liu, J., **Brunsting, N. C.** (2018, April). *Which sources of social support predict belonging and well-being?* A poster presentation at the 6th Annual Diversity Abroad Conference, Miami,

FL. *Jintong Liu received the Award for Research on Diversity in Inclusion in Education Abroad for her work on this research.

Brunsting, N. C., *Mischinski, M., +Wu, W., & +Fang, X. (2018, February). International student adjustment to US universities: The role of intercultural skills and social support. A paper presented at the 10th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.

Brunsting, N. C., & Harrison, J. K. (2017, March). *The “hidden” value of research in Study Abroad.* A paper presented at the 13th Annual Conference of the Forum on Education Abroad, Seattle, WA.

Brunsting, N. C., Smart, J. W., & *Zachry, C. E. (2017, February). *Efforts to enhance international students’ intercultural competence.* A paper presented at the 9th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.

Brunsting, N. C. (2016, October). *Efficacy and outcomes of a first-year cultural transition course for international students.* A paper presented at the 23rd National Conference on Students in Transition, New Orleans, LA.

Brunsting, N. C. (2016, February). *Are they picking up what we’re putting down: Efficacy and impact of a cultural transition course for first-year international students.* A paper presented at the 8th Annual Meeting of the Workshop on Intercultural Skills Enhancement, Winston-Salem, NC.

Bettini, L., Cumming, M., Merrill, K., & **Brunsting, N. C.** (2014, October). *Working conditions in self-contained settings for students with emotional disorders: Implications for the development and dissemination of evidence based practices.* A paper presented at the 38th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2013, October). *Burnout in Special Education Teachers: What we know and what we need to know next.* A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Sreckovic, M. A., **Brunsting, N. C.,** & Common, E. A. (2013, October). *Targeting Peer Victimization and Students with Autism Spectrum Disorder: Risk Factors, Prevalence, and Prevention.* A paper presented at the 37th Annual Meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

Brunsting, N. C., Garwood, J. D., & Lane, K. L. (2013, February). *Literary interventions in self-contained settings for adolescents with emotional/behavioral disorders: A systematic review of studies between 2004 and 2012.* A poster presented at the meeting of Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

- Brunsting, N. C.** (2013, January). *Why can't we be friends? The impact of the teacher-student relationship on student social dynamics*. A paper presented at the meeting of the Southeast Association for Educational Studies, Chapel Hill, NC.
- Zorigian, K., Booker, B. B., Common, E. A., **Brunsting, N. C.**, & Lane, K. L. (2012, October). *Supporting students with exceptionalities: A look at the relationship between motivation and self-determined behavior*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Lane, K. L., Oakes, W. P., Common, E. A., **Brunsting, N. C.**, Zorigian, K., & Booker, B. B. (2012, October). *A comparison of systematic screening tools at the elementary and middle school levels: A look at convergent validity*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Oakes, W. P., Lane, K. L., Common, E. A., & **Brunsting, N. C.** (2012, October). *A focus on function: A look at outcomes of a team-based functional assessment training series*. A paper presented at the meeting of the Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.

RESEARCH

- 2018-present Trajectories of Special Education Teacher Burnout
Wake Forest University
Principal Investigator
- 2017-present Comprehensive Integrated Three-Tiered (Ci3T) Models of Prevention Research
Team, University of Kansas
Principal Investigator: Kathleen Lane
Certified Ci3T Treatment Integrity Team Leader
- 2017-present *Social Contexts for Novice Special Educator Teacher Retention*
Boston University
Principal Investigator: Liz Bettini
- 2015-present Academic and Cultural Transition (ACT) Research Team, Wake Forest University
Chair, Principal Investigator
Project RISE: International Student Engagement
Developing Secondary Teachers' and Students' Global Competency
International Student Belonging and Social Support
International Student Transition Course Efficacy and Impact
- 2014 Peer Networks Intervention for Bullying of Students with Autism, Frank Porter
Graham Institute, University of North Carolina at Chapel Hill.
Principal Investigator: Melissa Sreckovic
Research Assistant
- 2012-2013 Supporting Early Adolescents' Learning and Social Success (SEALS), Center for
Developmental Studies, University of North Carolina at Chapel Hill.

Principal Investigators: Jill Hamm and Thomas Farmer
Research Assistant

- 2012 Lane Research Projects, School of Education, University of North Carolina at Chapel Hill.
Principal Investigator: Kathleen Lane
Research Assistant, Multiple Projects:
Project Screen and Support: Identifying and Supporting K-12 Students within the Context of Three-Tiered Models of Prevention to Meet Students' Multiple Needs: A Collaborative Effort; Focus on Function; Self-determination and Motivation

GRANT FUNDING

- 2020-2024 *Project M-SET: Development and validation of a measure of special education teachers' working conditions*
Co-PI
\$1,400,000
Subcontract: \$138,908
Institute of Education Sciences
PANELLED; Not Funded
- 2019-2024 *Project ENHANCE: Enhancing Ci3T: Building professional capacity for high fidelity implementation to support students' educational outcomes.*
Advisory Board
\$3,999,320
Institute of Education Sciences (R324N190002)
FUNDED
- 2019-2020 *Investigating linkages between international students' English competence and their academic and social-emotional adjustment*
Principal Investigator
\$19,942
International English Language Testing System (IELTS)
AWARDED; Not funded due to IELTS expectations for ownership of data
- 2019-2020 *Investigating potential effects of different sources and types of support on the burnout trajectories of special education teachers serving students with emotional-behavioral disorders*
Principal Investigator
\$49,989
Spencer Foundation
FUNDED
- 2019-2020 *Developing Secondary Teachers' and Students' Global Competency*
Principal Investigator
\$62,618
Tower Bridge International Group

FUNDED

Assisting development of global competency curriculum and researching the efficacy of multiple delivery mechanisms for the curriculum for enhancing secondary school teacher and student global competency.

2019 *TBIG Planning Grant*
Principal Investigator
\$21,736
Tower Bridge International Group

FUNDED

Planning project proposal to measure, create curriculum, and design interventions for global competency development of faculty and students at U.S. high schools as well as international student social-emotional adjustment.

2017-2020 *Connect@Wake Planning and Efficacy Grant*
Program Director
\$228,800
ZMN International Education Foundation (Beijing, China)

FUNDED

Project to design, implement, and assess Global Connections academic and cultural transition intervention program for incoming international students at Wake Forest University.

PROFESSIONAL EXPERIENCE

2020-present Center for Research on Abroad and International Student Engagement (RAISE Center) Director
Wake Forest University

2015-present Global Research and Assessment Center for Global Programs and Studies Director
Wake Forest University

*Developed Center for Research on Abroad and International Student Engagement (RAISE Center) to launch July 1, 2020.

*Oversee assessment of Wake Forest University Quality Enhancement Plan as part of SACSCOC Accreditation

*Managed two full-time employees and two graduate research assistants

*Adapted five existing psychological measures for intercultural skills assessment and research

*Designed and led Global Connections initiative designed to enhance the connectedness and engagement of incoming international students

*Created and maintained partnerships with four high schools in China for cross-cultural engagement opportunities for Wake Forest Faculty

*Managed budget and Wake Forest University wholly foreign owned entity (i.e., university bank and business entity) in China

2014-2015	Wake Forest Advantage Program Provost Office of Global Affairs Wake Forest University	Director
2013	Pope Academic Center Loudermilk Center for Academic Excellence University of North Carolina at Chapel Hill Tutored college athletes in College Algebra and Topics in Mathematics. *Post-UNC Athletics scandal	Tutor
2012-2014	Durham Public Schools 511 Cleveland Street Durham, NC, 27702 P: 919-560-2011	Substitute Teacher
2010-2011	Discovery School of Virginia for Boys 2697 Coppermine Road Dillwyn, VA 23936 P: 434-983-5616 Worked as a team with another group leader and a supervisor in a wilderness setting to foster the social and emotional growth of a group of eight to twelve students with emotional and/or behavioral disorders. Participated in IEPs, worked 75 hrs/wk, on call 120 hrs/wk.	Group Leader
2008-2010	Wake Forest University Admissions Office 1834 Wake Forest Road Winston-Salem, NC 27109 P: 336-758-5201	Admissions Counselor

TEACHING EXPERIENCE

2018-present	International Studies Wake Forest University	Research Associate Professor
2017-2018, 2020	Department of Education Wake Forest University EDU 311: Learning and Cognitive Science (two sections) INS 228: Independent Study: International Student Transition (eight students) INS 153: Introduction to American Culture and US University Life	Part-Time Assistant Teaching Professor
2015-2016	Department of Communication Wake Forest University INS 153: Introduction to American Culture and US University Life INS 150: Preparing for Cross-Cultural Engagement Abroad.	Part-Time Lecturer

2014	The Graduate School University of North Carolina at Chapel Hill IDST 089: Our “Modern” Culture of Drugs First-Year Seminar *Co-taught with two other doctoral students (in Pharmacokinetics and Psychology). One of two such classes taught by graduate students each year at UNC.	Instructor of Record
2014	School of Education University of North Carolina at Chapel Hill EDUC 532: Child and Adolescent Development EDUC 403: Schools, Families, and Communities	Instructor of Record
2013	School of Education University of North Carolina at Chapel Hill EDUC 516: Introduction to the Education of Exceptional Learners	Teaching Assistant
2007-2008	University Preparation Victoria University of Wellington New Zealand	Teaching Assistant
2007-2008	Classics Department, VUW Victoria University of Wellington New Zealand	Teaching Assistant

INVITED PRESENTATIONS

Brunsting, N. C., & Fu, C. (2020). The anatomy of small talk. A presentation to the Master of Science in Business Analytics Program at Wake Forest University.

Jayawickreme, E., Gad, A. N., **Brunsting, N. C.**, Shimelash, W., & Zhan, W. (2019). My way to Wake Forest. A panel presentation for Friendships Beyond Borders at Wake Forest University.

Brunsting, N. C. (2019). International student adjustment: Whose support matters? A presentation to Campus Life Partners at Wake Forest University as part of the Data Dives series.

Brunsting, N. C., & Fu, C. (2019). Working across difference in international business. A presentation to the Master of Science in Business Analytics Program at Wake Forest University.

Brunsting, N. C., Prieto, M.-E., Marinenko, O., & Collins, L. (2019). Study abroad: Emerging Issues and Effective Practices. A Webinar Presentation for the STAR Scholars Network.

Brunsting, N. C. (2019). Engaging international students in the classroom. A presentation to the Business Analytics Faculty at Wake Forest University.

Brunsting, N. C. (2018). Social-emotional adjustment and well-being of diverse populations in academic contexts. A presentation to the Interpretation and Translation Studies Graduate Program, Winston-Salem, NC: Wake Forest University.

Brunsting, N. C. (2018). Demographics, sources of social support, and international student social-emotional adjustment. A presentation to the faculty of Beijing #35 International High School, Beijing, People's Republic of China.

Brunsting, N. C. (2017). Which sources of social support predict international student belonging and well-being at US universities? A presentation to the Committee of Lower Division Academic Advisors, Winston-Salem, NC: Wake Forest University.

Brunsting, N. C. (2013). Great expectations: Balancing support and structure to promote student growth and success. A professional development presentation for the Athletic Support Program Staff, Loudermilk Center, Chapel Hill, NC: University of North Carolina.

Brunsting, N. C. (2012). Individualized Education Plans and the general education teacher. A guest lecture for EDUC 532: Effective Teaching: Understanding Students, Chapel Hill, NC: University of North Carolina.

SERVICE (DEPARTMENT)

2016 Search Committee, Director of International Students and Scholars, WFU
2012-2013 Chair, Southeastern Association of Educational Studies Conference Committee, UNC-CH

SERVICE (UNIVERSITY)

2019-present Mental Health Coalition, Member, Campus Life, WFU
2019-present Chinese Student Task Force, Member, Diversity and Inclusion, WFU
2019 Search Committee Chair, Counselor, Learning Assistance Center, WFU
2019 Search Committee, Psychometrician, Office of Wellbeing, WFU
2017-present Chinese Student Support Group, Member, Dean of Students, WFU
2018 Search Committee, Assistant Director, Intercultural Center, WFU
2017 Search Committee, Associate Director, Campus Recreation, WFU
2017 Search Committee, Assistant Director, Student Engagement, WFU
2015 Search Committee, Assistant Teaching Professor of English, WFU
2015-present Member, Linked Integrated Attention to International Student Experience, WFU

SERVICE (FIELD)

2018-present	Journal of International Students	Associate Editor
2020-present	Remedial and Special Education	Editorial Review Board
2016-2019	Journal of the First-Year Experience and Students in Transition	Editorial Review Board
2013-2020	Remedial and Special Education	Guest Reviewer
2014-present	Education and Treatment of Children	Guest Reviewer
2018-present	Behavioral Disorders	Guest Reviewer
2018-present	International Journal of Intercultural Relations	Guest Reviewer

2020	Journal of Cross-Cultural Psychology	Guest Reviewer
2017, 2019	Journal of Teaching and Teacher Education	Guest Reviewer
2017	International Journal of Disability, Development and Education	Guest Reviewer
2016	Journal of Special Education	Guest Reviewer

HONORS & AWARDS

2019	Editor's Choice Award for Reviewing, Journal of International Students
2018	URECA Award for Excellence in Mentorship in Research, Nominated
2018	THRIVE Dimension Champion: Intellectual Well-Being, Contributions to Campus Intellectual Well-Being, WFU
2017	Student Impact Honor, Wake Forest University Advancement
2011	Caroline H. and Thomas S. Royster Fellowship, The Graduate School, UNC-CH
2007	Institute of Humane Studies Fellowship, Institute of Humane Studies, George Mason University (<i>renewed 2008</i>)
2007	Alex Scobie Research Prize, Department of Classical Studies, Victoria University of Wellington, New Zealand
2006	Honors in Classical Studies, Department of Classical Studies, WFU
2005	National Richter Scholars Program. Mochlos Excavation Project, Mochlos, Crete

MENTEES' HONORS & AWARDS

2019	Wake Forest Research Fellowship, Undergraduate Research and Creative Activities Center, Wake Forest University \$4000 Yueying Mary He, Undergraduate Student Academic and Cultural Transition (ACT) Research Team
2018	Academic Achievement for Research in Diversity and Inclusion in Global Education Award Diversity Abroad Jintong Tina Liu, Undergraduate Student Academic and Cultural Transition (ACT) Research Team

TRAINING

Comprehensive, Integrated, Three-Tiered Model of Prevention (2017, December). Certified *Ci3T Treatment Integrity Team Leader*. Lawrence, KS.
Description: Became reliable on Ci3T Treatment Integrity: Direct Observation by completing a scoring rubric check for understanding and three consecutive direct observations training sessions at $\geq 90\%$ accuracy.

Safe Zone Re-Training (2015). Wake Forest University, Winston-Salem, NC

Safe Zone Training (2012). University of North Carolina, Chapel Hill, NC

SKILLS

Longitudinal Structural Equation Modeling, Three-Factor ANOVA, EFA/CFA, Measurement design, Single Case Research Design, Assessment and Data Management, MPlus, R, SPSS, Wordpress