
JENNIFER ANN WOOTEN

Director of Language Instruction & Coordinator of the Lower Division Language Program
Master Lecturer

University of Florida
Department of Spanish and Portuguese Studies
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I. EDUCATION

Ph.D. University of Georgia, Athens, Georgia (2010)
Language and Literacy Education (Foreign Language Education)
Dissertation Title: *Cultural Drag: Theorizing the Performances of Non-Native Spanish Teachers' Linguistic and Cultural Identities*

M.A. University of North Carolina, Chapel Hill, North Carolina (2000)
Hispanic Literatures
Instructor Exchange: Universidad de Sevilla, Spain

B.A. in Honors Stetson University, DeLand, Florida (1997)
Spanish (Major) & Education (Specialization), Latin American Studies (Minor)
Distinctions: Magna Cum Laude
Academic Year Abroad: Universidad Complutense, Madrid, Spain

Additional Academic Certification

Interdisciplinary Qualitative Studies Graduate Certificate, Qualitative Research Program,
University of Georgia, Athens, Georgia (15-hour graduate certificate)

II. PROFESSIONAL EXPERIENCES AT THE UNIVERSITY OF FLORIDA (AUGUST 2015 – PRESENT)

Association Chair, Department of Spanish and Portuguese Studies, University of Florida (August 2022 – Present)

Director of Language Instruction and Coordinator of Lower Division Language Program, Department of Spanish and Portuguese Studies, University of Florida (August 2015 – Present)

Collaborate with course coordinators in Spanish and Portuguese to create course syllabi and assessments for all Lower Division Language Program classes (SPN 1130/1131/2200/2201/2240 and POR 1130/1131/3010). Train and mentor graduate teaching assistants and instructors via

orientation sessions, workshops, and informal meetings. Establish criteria for observation and evaluation of all instructors in the Lower Division Language Program.

**Master Lecturer, Department of Spanish and Portuguese Studies, University of Florida
Summary of Courses Taught at UF**

SPN 1130: Beginning Spanish I

SPN 1131: Beginning Spanish II

SPN 2200: Intermediate Spanish I

SPN 2200 Honors: Intermediate Spanish I / Honors Program

SPN 2201: Intermediate Spanish II

SPN 2201 Honors: Intermediate Spanish II / Honors Program

SPN 2240: Intensive Communication

SPN 2240 Honors: Intensive Communication / Honors Program

SPN 3930 (Special Topics) / SPN 3533 (new course number): Spanish for Educators (*)

SPN 4905: Individual Work (Topic: Practicum in Spanish Education)

SPN 6940: Supervised Teaching (Professional Development in WLE)

SPW 6905: Individual Work

FOL 6943: Romance Language Teaching Methods

(*) New approved course

**III. PROFESSIONAL EXPERIENCES AT THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL (JULY 2010 – JUNE 2015)**

Clinical Assistant Professor of Education, School of Education, University of North Carolina at Chapel Hill

Worked primarily with UNC's Master of Arts in Teaching Programs in Foreign Language Education. Recruit and admit students. Designed and taught a year-long sequence in Methods and Materials for Teaching Foreign Languages, K-12 (EDUC 647/760, EDUC 747).

Collaborated with faculty and staff at UNC's School of Education and local K-12 schools to place MAT students in multiple placements in the fall (EDUC 646/693) and a student teaching experience in the spring (EDUC 746). Supervised teacher candidates in the field and evaluated edTPA portfolios.

Lecturer of Spanish, Department of Romance Languages, The University of North Carolina at Chapel Hill

Designed and taught an SPN 204: Intermediate II course emphasizing Latinos in the United States with SPN 293: Service-Learning, a companion course that included a significant service-learning component in local Spanish-speaking communities. Taught four additional SPN 204 classes and seven SPN 203: Intermediate I courses.

Summary of Courses Taught at UNC

SPAN 203: Intermediate Spanish I

SPAN 204: Intermediate Spanish II

SPAN 204 / 293: Intermediate Spanish II & Service-Learning

EDUC 646 (now EDUC 693): Practica Student Internship

EDUC 647 (now EDUC 760): Methods and Materials for Teaching Foreign Languages, K-12 I

EDUC 746: Practica Student Internship (Supervision of Student Teachers)
 EDUC 747: Methods and Materials for Teaching Foreign Languages, K-12 II
 EDMX 733: Spanish for Educators (*)
 EDUC 796B: Independent Study (Doctoral) (Topic: Race and WLE)
 EDUC 990: Independent Research (Doctoral) (Topic: Identity and WLE)
 (*) New approved course

Doctoral Committee Participation

Degler (nee Jones), M. (Former Advisor and Chair; Member) – Graduated May 2018
 Smith, M. (Former Advisor and Chair; Member) – Graduated May 2017
 McCabe, M. (Member) – Graduated May 2014
 Turner, A. (Member) – Graduated December 2014
 Lin, J. (Former Advisor/Chair)
 Smith, D. (Former Advisor/Chair)

Information about professional experiences at the University of Georgia (2005-2010) and Wake Forest University (2001 – 2005) available upon request.

IV. HONORS AND AWARDS (2000 – PRESENT)

A. Awards

Distinguished Lifetime Achievement Award in Language Studies, International Society for Language Studies, 2023.

College of Liberal Arts and Sciences Teaching Award, University of Florida, 2020.

Superior Accomplishment Award – Division 3: Academic Affairs – Academic Personnel, University of Florida, 2019.

Winner of the Outstanding Dissertation Award of the Second Language Research Special Interest Group (SIG) of the American Educational Research Association (AERA), 2011.

Carol J. Fisher Award for Excellence in Research. Award for outstanding research by a graduate student in Language and Literacy Education, University of Georgia, 2009-2010.

ACTFL SIG Travel Stipend. Prize awarded by the Research Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL) to honor the five highest rated proposals for “Acting Up: Foreign Language Educator Struggles Through the Performing Arts,” November 2008.

Honorable mention, American Anthropological Association’s Ethnographic Poetry competition for “¿De dónde es Ud.?”, April 2007.

Graduate School Assistantship, University of Georgia, August 2005 – May 2007.

Dana B. Drake Graduate Student Award for Excellence in Teaching, Department of Romance Languages, The University of North Carolina at Chapel Hill, 1999-2000.

B. Honorary Societies

Alpha Upsilon Alpha Honor Society of the International Reading Association, 2006.

Sigma Delta Pi National Hispanic Honor Society, 1995 (Inducted), 1997 (Vice President, Stetson University), 2001 (President, University of North Carolina at Chapel Hill)

V. SCHOLARSHIP (PUBLICATIONS & CONFERENCES) (2000 – PRESENT)

A. Invited Publications

Cahnmann-Taylor, M. & Wooten, J. (In Press). Using theatre to get to the “heart” of language matters: A transdisciplinary study. In T. Osborn & M. Bratkovich (Eds.), *Transdisciplinary Research in Language Education*. New York, NY: Teachers College Press.

Wooten, J. & Campbell, N. (2023). Making the invisible visible as social justice work in multi-section university language classrooms. In S. M. Johnson, L. J. Randolph, & K. Davidson (Ed.), *How we take action: Social justice in K-16 language classrooms* (pp. 142-150). Charlotte, NC: Information Age Publishing.

Mikulec, E. & Wooten, J. (2022). In loving memory of Paul Chamness Iida. *Critical Inquiry in Language Studies* 19(1), 26-33. DOI: 10.1080/15427587.2022.2032712.

B. Refereed Book Chapters

Wooten, J., Randolph, L.J., & Johnson, S.M. (2022) Enacting social justice in teacher education: Modeling, reflection, and critical engagement in methods courses. In B. Wassell & C. Glynn (Eds.), *Transforming world languages teaching and teacher education for equity and justice: Pushing boundaries in US contexts* (pp. 179-201). Bristol, U.K.: Multilingual Matters.

Wooten, J. (2017). Performance-based focus groups. In R. Barbour & D. Morgan (Eds.), *A New Era of Focus Group Research* (251-275). London: Palgrave Macmillan.

Wooten, J. (2012). Confessions of a cultural drag queen, or Reflections on acting like the native speaker in foreign language education. In P.C. Miller, J.L. Watzke & M. Mantero (Eds.), *Readings in Language Studies, Vol. 3: Language and Identity* (pp. 349-363). Grandville, MI: International Society for Language Studies.

C. Refereed Articles

Wooten, J. & Cahnmann-Taylor, M. (2014). Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops. *Pedagogies: An International Journal* 9(3), pp. 179-195.

Cahnmann-Taylor, M., Wooten, J., Souto-Manning, M. & Dice, J. (2009). The art & science of educational inquiry: Analysis of performance-based focus groups with novice bilingual teachers. *Teachers College Record* 111(11), pp. 2535-2559.

Souto-Manning, M., Dice, J., Cahnmann-Taylor, M. & Wooten, J. (2008). The power and possibilities of performative critical early childhood teacher education. *Journal of Early Childhood Teacher Education* 29(4), pp. 309-325.

D. Other Works

Wooten, J. (2022). Conversar: LinguaMeeting in *Contraseña 5.0* (LingroLearning). [40 multi-step individual / pair / group activities to incorporate LinguaMeeting experiences into the language classroom. In *Contraseña 5.0*.]

Wooten, J. & Albert Ferrando, L. (2021). *Pedagogical strategies to implement LinguaMeeting into the curriculum*. LinguaMeeting. <https://www.linguameeting.com/>

Albert Ferrando, L. & Wooten, J. (2020). *Twenty themes: Encouraging successful conversation through pre/during/post phases*. LinguaMeeting. <https://www.linguameeting.com/> (requires instructor login)

Wooten, J. & Varga, K.D. (2008). Framing the issue: The Modern Language Association's report and the future of foreign language education. *Journal of Language and Literacy Education* 4(1), pp. 1-5.

Wooten, J. (2008). ¿De dónde es usted? *Anthropology and Humanism* 33(1-2), pp. 115-116.

Wooten, J. (2008). Turning point: Towards an integrative model of foreign language education. [Review of the book *The Art of Teaching Spanish: Second Language Acquisition from Research to Praxis*.] *Linguistics and Education* 19(1), pp. 79-81.

Wooten, J. (2008). [Review of the book *Discourse and Identity*.] *Critical Inquiry in Language Studies*. Available from http://www.coe.uga.edu/cils/discourse_identity.html.

Wooten, J. (2005). Creative writing exercises. In E. Spinelli, C. García & C.E. Galvin Flood (Authors), *Interacciones* (5th ed.). Boston: Heinle.

E. Invited Media or Oral Presentations

Wooten, J. & Casillas, E. (November 3, 2022). Incorporating LinguaMeeting in the Classroom. In *LingroLearning Coffee Talk Series* (online).

Johnson, S. (Producer / Host). (March 23, 2018). Thematic Units and Social Justice with Anneke Oppewal and Jennifer Wooten (Episode 45). In *We Teach Languages*. <https://weteachlang.com/2018/03/23/ep-45-with-anneke-oppewal-and-jennifer-wooten/>

Wooten, J. *Fighting Back against the Reveal: Spanish Teachers Perform Non-Native Speakerness in View of School Administrators*. Annual Meeting of the Second Language Research Special Interest Group of the American Educational Research Association (AERA), Vancouver, British Colombia, Canada. April 2012. Invited paper.

Wooten, J. *Equipping Students with Learning Strategies and Study Skills (Reading)*. Continuing Education for World Language Educators (Symposium offered by the Office of Undergraduate Admissions of UNC), Chapel Hill, NC. March 2012. Invited presentation.

F. Conference Presentations

1. *International or National Presentations:*

Wooten, J. (2023, June). *Acting out: Using Boalian theatrical techniques to rehearse conflict resolution*. Paper presented at the Conference of the International Higher Education & Learning Association (HETL), Aberdeen, Scotland, UK.

Wooten, J., Mecías, M. L., & Marco Cuartero, M. (2023, June). *Teaching today's students: Integrating 21st Century Skills in Beginning Language Classes*. Paper presented at the Annual Conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Salamaca, Spain.

Gunnels, B. & Wooten, J. (2021, March). *Art & Activism: Combining Arts Based Pedagogies and Social Justice in the Intermediate Spanish Classroom*. Session presented online at the Carolina Conference on Romance Studies (CCRS), Chapel Hill, NC.

Wooten, J., Randolph, L.J., & Johnson, S.M. (2018, November). *Enacting social justice in teacher education*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), New Orleans, LA.

Gunnels, B. & Wooten, J. (2018, November). *Curriculum for Change: Working for Social Justice via Service Learning*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), New Orleans, LA.

Caballero, B., Wooten, J., Oppewal, A., & Haney, K. (2017, November). *Promoting oral proficiency through social justice themes in grades 6-16*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN.

Watzke, J., Lin, A., Reagan, T., Mikulec, E.A., Miller, P.C., Wooten, J., & McGivern, C.T. (2017, June). *From Grad School to Tenure: Establishing Scholarly Opportunities*. Symposium presented at the Conference of the International Society for Language Studies (ISLS), Honolulu, HI.

Wooten, J., Zelaya, M.E., & Oppewal, A. (2016, November). *Promoting Social Justice in Classes from Novice to Intermediate High*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.

- Wooten, J., Smith, M., & Oppewal, A. (2016, July). *Teaching Spanish for Social Justice: Principles, Practices, and Possibilities*. Panel presented at the American Association of Teachers of Spanish and Portuguese (AATSP), Miami, FL.
- Wooten, J. (2015, October). *Community as Orientation: University Students' Reflections on Service-Learning in Spanish*. Paper presented at the Mountain Interstate Foreign Language Conference (MIFLC), Charleston, SC
- Kubota, R., Austin, T., Watzke, J., Miller, P.C., Miller, E. & Wooten, J. (2015, June). *From Grad School to Tenure: Establishing Scholarly Opportunities*. Symposium to be presented at the Conference of the International Society for Language Studies (ISLS), Albuquerque, NM.
- Cobe, M., Gunter, A. M., Hart, E., & Wooten, J. (2014, November). *Collaborating to Support All Language Educators Statewide*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.
- Wooten, J., Maisch, B., Bruno, E., & Venere, S. (2013, November). *Service-Learning throughout the University Spanish Curriculum*. Panel presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Wooten, J. (2012, November). *A Constant Race to Perfection?: The Ambivalence of Non-Native Teachers of Spanish on "Acting Like" the Native Speaker*. Paper presented at the Annual Meeting of the American Anthropological Association (AAA), San Francisco, CA.
- Wooten, J. (2011, June). *A misstep, or How a non-native becomes visible*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Oranjestad, Aruba.
- Wooten, J. & Cahnmann-Taylor, M. (2010, March). *Black, white, and Rainbow [of Desire]: The color of race-talk of pre-service foreign language educators in Boalian theatre workshops*. Paper presented at the Annual Conference of the American Association of Applied Linguistics, Atlanta, GA.
- Wooten, J., Gunnels, B., Lech, K., & Roberts, K. (2009, November). *Performing 'Spanish teacher': Using theater to explore Spanish teachers' identities*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA.
- Wooten, J. (2009, June). *Crossing the border from this side: The linguistic and cultural identities of non-native teachers of Spanish*. Paper presented at the Conference of the International Society for Language Studies (ISLS), Orlando, FL.
- Wooten, J. (2008, November). *Acting up: Foreign language educator struggles through the performing arts*. Paper presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.

- Wooten, J., Goulah, J., Sandlin, B., Gunnels, B. & Goldoni, F. (2008, November). *The future is now: Transforming the field today for tomorrow*. Panel organized and chaired by J. Wooten and presented at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL.
- Wooten, J. & Cahnmann-Taylor, M. (2007, November). *Acting out: Performative techniques for new teachers and their students*. Research workshop conducted at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX.
- Wooten, J. (2007, May). *Boalian theater for the dating oppressed: On being female, single, and a citizen in the 21st Century*. Workshop conducted at the 13th Annual International Conference of the Pedagogy and Theater of the Oppressed Group (PTO), Minneapolis, MN.
- Wooten, J. & Souto-Manning, M. (2007, February). *“This is something classes don’t teach”:* *Using Theater of the Oppressed as a tool to support teachers*. Paper presented at the Assembly for Research of the National Council for the Teaching of English (NCTE-AR), Nashville, TN.
- Wooten, J. & Sandlin, B. (2006, November). *Creative writing in the foreign language classroom*. Workshop conducted at the Annual Convention of American Council on the Teaching Foreign Languages (ACTFL), Nashville, TN.
- Wooten, J. (2004, August). *Inspiring the writer within in Spanish*. Paper presented at the Annual Conference of the American Association of Teachers of Spanish and Portuguese (AATSP), Acapulco, Mexico.
- 2. Regional, State, and Local Presentations:**
- Mecías, M. L. & Wooten, J. (2023, October). *Teaching today’s students: Integrating 21st Century Skills in Beginning Language Classes*. Florida Foreign Language Association (FFLA) Conference, Daytona Beach, FL.
- Wooten, J. & Callahan, L.M. (2021, April). *Connecting UF Classes and the Global Language Community through Virtual Exchange*. Session presented online at the Interface Teaching Conference, Gainesville, FL.
- Hahn, S. & Wooten, J. (2012, October). *The New K-12 World Languages Essential Standards: Overview and Implications for Institutes of Higher Education in North Carolina*. Paper presented at the Annual Conference of the Foreign Language Association of North Carolina (FLANC), Winston-Salem, NC.
- Wooten, J., Droms, L. & Gunnels, B. (2012, March). *Improv in L2 Classes: Creating Community and Confidence through Games*. Workshop presented at the Annual Meeting of Southeast Conference on Language Teaching (SCOLT), Atlanta, GA.

- Wooten, J., Gunnels, B., & Restivo, A. (2011, March). *Performing the unspeakable: Using theatrical techniques to explore sensitive topics*. Workshop presented at the Annual Meeting of the Foreign Language Association of Georgia (FLAG), Atlanta, GA.
- Wooten, J. (2009, November). *Cultural drag, or Performing the other in language learners' memoirs*. Paper presented at the Convention of the South Atlantic Modern Language Association (SAMLA), Atlanta, GA.
- Wooten, J. & Cahnmann-Taylor, M. (2008, February). *Not just for fun: Games with a pedagogical punch*. Research workshop conducted at the Annual Conference of the Foreign Language Association of Georgia (FLAG), Augusta, Georgia.
- Wooten, J. & Blackwell, S. (2007, March). *What's in a saying?: Expectations and underlying frames in American students' interpretations of Spanish proverbs*. Paper presented at the Southeast Coastal Conference on Languages and Literature (SCCLL), Georgia Southern University, Valdosta, GA.
- Wooten, J. (2007, April). *Jenny Flamenca: A collage on cultural drag*. Poster presented at the Arts-Based Research Symposium, University of Georgia, Athens, GA.
- Wooten, J. (2006, March). *Imaginative response: Making foreign language readers foreign language writers*. Paper presented at the Southeast Conference on Foreign Languages and Literatures (SCFLL), Stetson University, DeLand, FL.

VI. GRANTS

A. Instructional and Administrative Grants Received

Collaborative Online International Learning (COIL) Pilot Project (\$1000) sponsored by the American Embassy in Honduras and Florida International University. Funds provided by UF's Center for Latin American Studies to participate in the project and to create a virtual exchange project between SPN 3533 students and students at the Universidad Tecnológica de Honduras for Fall 2021. Summer 2021.

No Walls Teaching Stipend (\$2000). Funds provided by UF's Provost and with support of the Center for Teaching Excellence to do a high-quality revision of a traditional course for online implementation. Summer 2020.

Global Learning Institute Awardee (\$5000). Funds provided by the UF International Center upon completion of semester-long program focused on internationalizing the curriculum. Spring 2020.

AAUSC Travel Grant (\$500). Award given by the American Association of University Supervisors and Coordinators to attend AAUSC events at the Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL), 2018.

Buchan Excellence Fund (\$300). Grant awarded to fund activities related to SPAN 204 APPLES (Intermediate Spanish Service-Learning Course). Department of Romance Languages, The University of North Carolina at Chapel Hill, 2013, 2012.

Estudio Internacional Samper Grant (\$1200). Grant awarded to study Spanish cinema in relation to research on technology and the arts in the foreign language classroom, Estudio Internacional Sampere, Alicante, Spain, 2002.

Office of Distinguished Scholarships and Intellectual Life Grant (\$400). Grant awarded to complete special projects in Spanish III, Johnston Center for Undergraduate Excellence, The University of North Carolina at Chapel Hill, 2001.

B. Research Grants Received

Ideas for Creative Exploration (\$3000). Grant awarded for dissertation study by Ideas for Creative Exploration (ICE), University of Georgia, 2008-2009. Principal Investigator.

RED Seed Grant (\$400). Grant awarded for dissertation study by the Center for Research & Engagement in Diversity, University of Georgia, 2008. Principal Investigator.

C. Grant Participation in a Data Gathering and Analysis Role

Graduate Research Assistant and Co-Investigator, University of Georgia (August 2005 – August 2009)

Worked with TELL (Teachers of English Language Learners), a \$1,000,000 grant program funded through the U.S. Department of Education to increase the number of bilingual teachers in high-need schools in Georgia. Coordinated and facilitated semester focus groups, transcribed and analyzed data, and contributed to conference presentations, publications, and reports. Principal Investigator: Dr. Melisa Cahnmann-Taylor.

VII. SERVICE

A. Service to the Profession

LingroLearning Advisory Board, August – December 2022.

Member, ACTFL Diversity, Equity, and Inclusion Committee: Financial Equity Subcommittee, July 2022 – Present.

Member, ACTFL Diversity, Equity, and Inclusion Committee (formerly, Task Force on Diversity and Inclusion), 2018-Present.

Reviewer, Critical Inquiry in Language Studies, International Society for Language Studies, 2009 – Present.

Immediate Past President, International Society for Language Studies, 2018-2020.

President, International Society for Language Studies, 2016-2018.

Conference Co-Chair, 2018 Conference of the International Society for Language Studies, Waterloo, Toronto, Canada, 2016 – 2018.

Conference Co-Chair, 2017 Conference of the International Society for Language Studies, Honolulu, Hawaii, 2015 – 2017.

President Elect, International Society for Language Studies, 2013-2015.

Conference Co-Chair, 2015 Conference of the International Society for Language Studies, Albuquerque, New Mexico, 2013 – 2015.

Member, World Language Collaborative Team of the North Carolina Department of Public Instruction working to create and present professional development materials for language educators related to the new World Language Essential Standards and teaching for proficiency, 2011 – 2015.

Director-at-Large, International Society for Language Studies, 2013 – 2014.

Conference Co-Chair, 2013 Conference of the International Society for Language Studies, San Juan, Puerto Rico, 2011 – 2013.

Hospitality Chair, 2011 Conference of the International Society for Language Studies, Oranjestad, Aruba, 2009 – 2011.

Reviewer, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2006 – 2010.

Co-Editor, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2008. Edited a special issue on responses to the Modern Language Association's report, "Foreign languages and higher education: New structures for a changed world."

Assistant Editor, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2007.

Review Board Member, Journal of Language and Literacy Education (JoLLE), University of Georgia, 2006 - 2010.

Materials Reviewer, Heinle & Heinle Publishers, August 2005 – May 2007.

B. Service to the University of Florida (2015-Present)

1. Committee Work:

Merit Pay Committee, August 2022 – Present.

Chair, Search Committee for Visiting Instructor in Spanish, March 2023 – May 2023.

Member, Search Committee for Assistant Professor in Spanish / Coordinator of Certificate in Spanish for Specific Purposes, September 2022 – March 2023.

Member, Search Committee for Lecturer in Portuguese, September 2022 – March 2023.

Member, Search Committee for Spanish Lecturer & Coordinator of the Certificate in Spanish for the Professions, September 2021 – March 2022.

Member, Search Committee for Spanish Lecturer & Coordinator, September 2021 – February 2022.

Member, Curriculum Committee, College of Liberal Arts and Sciences, August 2020 – December 2021.

Co-Chair, Search Committee for Spanish Lecturer & Administrative Coordinator, January 2021 – April 2021.

Member, CLAS Teacher/Faculty Adviser/Professional Adviser of the Year Committee, College of Liberal Arts and Sciences, December 2020 – January 2021.

Member, Search Committee for Spanish Lecturer & Administrative Coordinator, November 2019 – March 2020.

Member, Search Committee for Spanish Lecturer focused on Composition, November 2019 – March 2020

Member, Search Committee for Director of CLAS Learning Resources, January – May 2019.

Chair, Search Committee for Lecturer and Coordinator in Spanish, Department of Spanish and Portuguese Studies, August 2018 – March 2019.

Chair, Search Committee for Lecturer in Spanish and Administrative Coordinator, Department of Spanish and Portuguese Studies, August 2017 – March 2018.

Chair, Search Committee for Lecturer in Lecturer in Experiential Education, Department of Spanish and Portuguese Studies, August 2017 – March 2018.

Chair, Search Committee for Lecturer in Online Language Instruction, Department of Spanish and Portuguese Studies, August 2016 – March 2017.

Chair, Non-Tenure Track Faculty Evaluation Committee, Department of Spanish and Portuguese Studies, August 2016 – May 2017.

Member, Undergraduate Studies Committee, Department of Spanish and Portuguese Studies, August 2015 – August 2018.

Member, Non-Tenure Track Faculty Evaluation Committee, Department of Spanish and Portuguese Studies, August 2015 – May 2016.

Member, Search Committee for Lecturer in Portuguese, Department of Spanish and Portuguese Studies, September 2015 – March 2016.

2. Additional Service:

Academic Advisor, Preview (UF New Student Orientation), Summer 2019 – Present..

Ad hoc language proficiency evaluation of UF Fulbright Scholar applicants (7).

Marshal, University commencement ceremonies, Spring 2019, 2021, 2022, & 2023.

Faculty Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Spanish and Portuguese Studies, August 2015 – December 2021

Certification for ACTFL's Modified Oral Proficiency Interview, January 2020.

C. Service to the University of North Carolina at Chapel Hill (2010-2015)

1. Committee Work:

Member, Teacher Education Renewal Committee, School of Education, August 2013 – June 2015.

Member, Appeals Committee, School of Education, August 2013 – June 2015.

Member, Committee on Teaching with Technology, Department of Romance Languages, August 2010 – July 2012.

Member, Teaching and Learning Working Group (Revision of Pre-Service Teacher Education Core Coursework), School of Education, February 2011 – May 2011.

Member, Search Committee for an Open Rank Faculty Position in English as a Second Language, School of Education, August 2010 – December 2010.

2. Additional Service:

Faculty Advisor, LingoKids: Carolina Language Outreach, January 2014 – June 2015.

Faculty Advisor, Carolina Swim Clinic (Swimming lessons for Hispanic children), January 2013 – June 2015.

Faculty Advisor, Sigma Delta Pi (Spanish Honorary Society), Department of Romance Languages, August 2012 – August 2014.

Secretary to the Faculty, Department of Romance Languages, August 2010 – May 2010.

D. Service to Local Schools and Educators

Created and coordinated experiential learning opportunities for 30 students in SPN 3533: Spanish for Educators (13 Fall 2016, 17 Fall 2018). Students spent approximately 15 hours each working with a local Spanish teacher, tutoring K-5 students with Gators for Equal Opportunities, and working with the Bilingual Storytelling Project sponsored by the Latina Women’s League of Gainesville. August – December 2016 & 2018.

Volunteered weekly at Terwilliger Elementary School (2016-2018) and Hidden Oaks Elementary School (2018-2019) to tutor a Spanish-speaking student in English Language Arts and Math Studies.

Created and coordinated experiential learning experiences of 14 students in SPN 3930: Spanish for Educators. Students spent over 180 hours in shadowing and assisting Spanish teachers in local schools. August – December 2015.

Co-facilitated the “Incorporating Global Topics into the Curriculum” breakout session with Dr. Mary Risner at the Florida Connected Conference. The 90-minute session saw K-12 educators learn more about and brainstorm ways to integrate global topics into their classes. November 2015.

Served as a university resource to Chapel Hill – Carrboro City Schools administrators, faculty, and staff in Foreign Language, Dual Language, and ESL. September 2010 – June 2015.

Collaborated with Dual Language (Spanish) faculty and administrators at McDougale Middle School to consider ways to assess students’ language proficiency and to assist with curriculum development as the first generation of DL students in the district moved from middle school to high school. November 2010 – May 2011.

VIII. CURRENT PROFESSIONAL ORGANIZATIONS

Member, American Council on the Teaching of Foreign Languages (ACTFL)

Member, American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC)

Member, American Association of Teachers of Spanish and Portuguese (AATSP)

IX. REFERENCES

Available upon request.