

BORJA GUTIÉRREZ

THE PENNSYLVANIA STATE UNIVERSITY
THE DEPARTMENT OF SPANISH, ITALIAN, AND PORTUGUESE.
SCHOOL OF GLOBAL LANGUAGES, LITERATURES, AND CULTURES. THE COLLEGE OF THE LIBERAL ARTS.
OFFICE ADDRESS: 134 BURROWES BUILDING
UNIVERSITY MAILING ADDRESS: 442 BURROWES BUILDING, UNIVERSITY PARK, PA 16802.
UNIVERSITY E-MAIL: BXG207@PSU.EDU. PERSONAL WEBSITE: www.borjagutierrezportfolio.me
OFFICE PHONE: 814-865-6587 FAX: 814-863-7944

- AREAS OF RESEARCH INTEREST -

Golden Age Spanish and Colonial Hispanic Literature, History, and Art History; Global Plantation Studies; Philosophy of Literature; Human Rights and Civil Liberties Issues; Labor and Poverty Studies; and LGBT/Queer Studies.

- EDUCATION -

- The Pennsylvania State University, University Park, PA.

M.A. in Spanish.

Graduate Studies in Spanish and Hispanic-American Literature.

Thesis Titled *Rooted in the Land: The Perpetuation of the Hacienda in La casa de los espíritus*.
August, 2013

- The University of Dallas, Irving, TX.

B.A. in Modern Languages: Spanish. Magna Cum Laude. Phi Beta Kappa.

Medieval and Renaissance Studies Concentration.

Senior Honors Thesis Titled *El ars poetica de Antonio Machado*.
May, 2007

- ACADEMIC AND ADMINISTRATIVE POSITIONS -

- The Pennsylvania State University, University Park, PA.

Assistant Teaching Professor of Spanish.

The Department of Spanish, Italian, and Portuguese.
October, 2017-Present.

- The Pennsylvania State University, University Park, PA.

Senior Lecturer in Spanish.

The Department of Spanish, Italian, and Portuguese.
July, 2017-October, 2017

- The Pennsylvania State University, University Park, PA.

Administrative Supervisor of Spanish 2 and 3.

The Department of Spanish, Italian, and Portuguese.
May, 2013-Present.

- The Pennsylvania State University, University Park, PA.

Faculty Lecturer in Spanish.

The Department of Spanish, Italian, and Portuguese.

Taught Elementary Spanish 1 and 2, Intermediate Spanish 3, Intermediate Spanish Conversation (Span 110), and Intermediate Spanish Grammar and Composition (Span100). Course Development for Spanish 100B: Spanish Intermediate Grammar and Composition for Students in Medical-related Fields, as well as BBH 297A: LGBTQA Movements and Advocacy (Maymester service learning course).

January, 2009-June 30, 2017.

- The Pennsylvania State University, University Park, PA.

Graduate Spanish Instructor.

The Department of Spanish, Italian, and Portuguese.

Taught Elementary Spanish 1 and Elementary Spanish 2.
Spring Semester, 2008-Fall Semester, 2008.

- The University of Dallas, Irving, TX.

Spanish Language Tutor.

The Department of Modern Languages, Spanish Program.

Assistant to Prof. Wilhelmson for the Spanish and Mexican Introductory. Art History Course and General Tutor for many language courses (Spring Semester, 2007). Tutored a variety of levels, from the Elementary to the Intermediate levels (Fall Semester, 2006). Tutor for the Elementary 1 Spanish class and assisted occasionally in the correcting of short papers of the Intermediate II class (Spring Semester, 2006). Tutor for the fourth credit hour requirement for the Intermediate I classes, and tutor for students of other Spanish courses (Fall Semester, 2005).
September, 2005-May, 2007.

- The Heights School, Potomac, MD.

Assistant Math Instructor.

Heights Summer Math Camp.

Assisted Summer Math Camp teachers with instruction and grading, and aided Summer Math Camp students by answering questions and providing personalized explanations and instruction when needed.
Summers for six weeks, 2003-2006.

- The Heights School, Potomac, MD.

Assistant Instructor.

Summer Studies Skills and Writing Lab.

For a week, reviewed and edited summer reading reports with students of a variety of grades, teaching them how to improve their writing.

August, 2006.

- The Heights School, Potomac, MD.

Library Technical Assistant.

As summer volunteer, I supported the librarian with collection management, the processing of incoming materials, and other technical tasks. This required familiarity with the library collection of the school.

June 20-August 15, 2003-2005.

- The Heights School, Potomac, MD.

Assistant to the Development Office.

Aided with database work, such as data entry and identifying potential donation/fund matching opportunities.

July 29-August 26, 2005.

- HONORS AND AWARDS -

- The Pennsylvania State University, University Park, PA.

The Superior Teaching Enrichment Program (STEP) Grant.

The Department of Spanish, Italian, and Portuguese.

Awarded a STEP Grant of \$625 to defray costs associated with my attendance of the 2018 National Conference on Race and Ethnicity in American Higher Education (NCORE).

April 4, 2018.

- The Pennsylvania State University, University Park, PA.

The Superior Teaching Enrichment Program (STEP) Grant.

The Department of Spanish, Italian, and Portuguese.

Awarded a STEP Grant of \$150 to defray costs associated with my attendance of the 2017 professional development summer workshops offered by Penn State's Center for Advanced Language Proficiency Education and Research (CALPER).

May 23, 2017.

- The Pennsylvania State University, University Park, PA.

Dr. James Robinson Equal Opportunity Award.

University-wide faculty/staff award.

The Dr. James Robinson Equal Opportunity Award is designed to recognize a University faculty or staff member who promotes the concept of equal opportunity through affirmative action and contributes to enhancing the educational environment of the University through improving cross-cultural understanding. Specifically, the award is given for demonstrating commitment in the spirit of equal opportunity through affirmative action; leadership in the elimination of discrimination through encouragement or understanding between persons of different races, sexes, age groups, ethnicity, or religious heritage; and/or commitment to meeting the special needs of students, faculty, or staff who are members of traditionally underrepresented groups.

April 21, 2016.

- The Pennsylvania State University, University Park, PA.

Certificate of Excellence in Teaching (Teaching Excellence Award).

The Department of Spanish, Italian, and Portuguese.

In recognition for outstanding achievement in teaching skills in the department's language courses.

April 23, 2015.

- The Pennsylvania State University, University Park, PA.

Nominee for the University-wide Academic Achievement Award.

The Commission on LGBT Equity.

Nominated for authoring of a Maymester course, BBH 297A: LGBTQA Movements and Advocacy – Service Learning Course.

Individuals are nominated within The Pennsylvania State University who have demonstrated outstanding achievement in the areas of LGBT-focused research, teaching, and/or academic coursework.

March 24, 2015

- The Pennsylvania State University, University Park, PA.

Certificate of Excellence in Teaching (Teaching Excellence Award).

The Department of Spanish, Italian, and Portuguese.

In recognition for outstanding achievement in teaching skills in the department's language courses.

April 17, 2014.

- The Pennsylvania State University, University Park, PA.

Certificate of Excellence in Teaching (Teaching Excellence Award).

The Department of Spanish, Italian, and Portuguese.

In recognition for outstanding achievement in teaching skills in the department's language courses.

April 17, 2013.

- The Pennsylvania State University, University Park, PA.

Certificate of Excellence in Teaching (Teaching Excellence Award).

The Department of Spanish, Italian, and Portuguese.
In recognition for outstanding achievement in teaching skills in the department's language courses.
April 20, 2011.

- The Pennsylvania State University, University Park, PA.

Letter of Commendation for Teaching Excellence.

The Department of Spanish, Italian, and Portuguese.

Prof. Nuria Sagarra, Director of the Spanish Basic Language Program.

Issued for outstanding student evaluation rating for the quality of my instructorship in the 2008/2009 academic year.
Spring, 2009.

- The Pennsylvania State University, University Park, PA.

Graduate Teaching Assistantship.

The Department of Spanish, Italian, and Portuguese.

Awarded an assistantship that carried with it a stipend and free tuition, in addition to a first semester release from teaching responsibilities at full stipend levels for training in language pedagogy.

Fall 2007-Fall 2008.

- The University of Dallas, Irving, TX.

Phi Beta Kappa (Eta chapter of Texas).

Installed May 18, 2007.

- The University of Dallas, Irving, TX.

The Outstanding Spanish Major Award.

The Department of Modern Languages, Spanish Program.

Given annually by the Faculty of the Spanish Program to a Senior Spanish Major for outstanding achievement in the interdisciplinary study of the Hispanic world.

May 10, 2007.

- The University of Dallas, Irving, TX.

Dean's List (Fall 2006, Spring 2006, Fall 2005, and Spring 2004).

Honor Roll (Spring 2005 and Fall 2004).

- The University of Dallas, Irving, TX.

Trustee Award Scholarship and the Dean's Award Scholarship.

September 2003-May 2007.

- AFFILIATIONS AND PROFESSIONAL SOCIETIES -

- The Phi Beta Kappa Society. (May, 2007-Present).
- The American Association of Teachers of Spanish and Portuguese (AATSP). (October, 2011-Present).
- American Council on the Teaching of Foreign Languages (ACTFL). (November, 2011-Present).
- Society for the Study of Southern Literature. (November, 2011-Present).
- The American Civil Liberties Union. (November, 2016-Present).
- The National Association for the Advancement of Colored People. (November, 2016-Present).

- PROFESSIONAL DEVELOPMENT -

- The Pennsylvania State University, University Park, PA.

“Social Issues in Applied Linguistics: Critical Perspectives on Language Teaching, Research and Civic Engagement.”

Department of Spanish, Italian, and Portuguese and Dr. Uju Anya, Assistant Professor of Second Language Learning.

This workshop called for language scholars and practitioners to prioritize civic engagement, public understanding, and promotion of sound research-based language policies to advance the ultimate goals of advocacy, change, and social justice. We discussed how language is more than a system of signs and symbols, and how accents are co-constructed by speakers and hearers in interaction. The presentation showed how academically and politically-informed language professionals can shape education and policy making. It also addressed the key role social media can play in combatting linguistic misinformation and intolerance.

November 2, 2018.

- The Pennsylvania State University, University Park, PA.

“Student Motivations and Engagement.”

The Department of Spanish, Italian, and Portuguese and The Schreyer Institute for Teaching Excellence.

The workshop presentation focused on factors that affect student motivation, plus classroom engagement techniques that encourage students to invest in learning.

October 26, 2018.

- The Pennsylvania State University, University Park, PA.

2018 Language Teaching Forum: “How to ACE Your Language Classroom.”

Center for Language Acquisition & Dr. Netta Avineri (Middlebury Institute of International Studies at Monterey).

In this workshop, we explored how language teachers can enhance student learning in their classrooms through action research. We discussed steps for conducting classroom research, reflecting upon and taking action to improve practices in the language classroom. A key component of the workshop was a walk-through to create Applicable Collaborative, and Empowering (ACE) classroom-based research projects.

October 20, 2018.

- The Pennsylvania State University, University Park, PA.
“Global Is Everywhere: Essentials for Career Success.”
Center for Global Studies and Stacie Berdan.
October 18, 2018.

- The Pennsylvania State University, University Park, PA.
“Why Student Forget and What You Can Do About It.”
Liberal Arts Teaching Group
Professional development discussion on how to get students to retain course material.
September 28, 2018.

- The Southwest Center for Human Relations Studies of The University of Oklahoma
“Kaleidoscope: Improving Campus Culture Using a Program with a Diverse Lens.”
NCORE Webinar Series: Crystal Jushka and Adrienne German.
This online seminar examined the Medical College of Wisconsin’s Kaleidoscope program, developed to create a more welcoming campus; create cultural competence among students, staff, and faculty; and increase matriculation of underrepresented students. Presenters showed how MCW developed and delivers a much-needed forum for constituents to learn about and discuss issues of diversity. They discussed how the program and featured topics regarding race and ethnicity are facilitated and provide engaging examples. We learned how to: design, execute, and evaluate a reoccurring diversity and inclusion education program that is appropriate for transforming our own campuses to make it more inclusive; utilize different dialogue guidelines and techniques to better generate discussion by participating in small Kaleidoscope example sessions; effectively select and engage faculty members and/or partners in delivering material and facilitating discussion; understand how the program can be used to break down walls of institutional racism and attract students from underrepresented backgrounds to the institution; and create and implement a communication plan to promote a diversity film and research forum series on our campus to encourage attendance and buy-in, making a successful program.
August 29, 2018.

- The Pennsylvania State University, University Park, PA.
“Connecting with Your Students: Meet Them Where They Are.”
Center for Excellence in Science Education (CESE) and Dr. Julia Kregenow, Associate Teaching Professor.
This workshop advanced that meeting our students where they are requires first finding out where they are, being explicit about where you want your course to take them, and then taking purposeful steps to design your instruction to help them make that journey. Strategies were shared for engaging and supporting students with different levels of preparation and motivating students to embrace their portion of the responsibility in learning. There was a description and demonstration of the variety of ways to use active learning both to help students learn more deeply and also to gather frequent feedback from students so as to monitor where they are in their learning.
Viewed Online on July 24, 2018.

- Editorial Edinumen, Universidad de Salamanca, and La Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE), Instituto Cervantes.

Professional Development Program. PDP NOOC – Dinámicas y contenidos para la enseñanza de ELE.

Online, worldwide professional development program (PDP Nano MOOC) for teachers of Spanish as a Second Language. I viewed short webinars and took pre and post assessments when given.

Nódulo A: Planificación de Cursos – “Dinámicas cooperativas en el aula.”

Nódulo B: La enseñanza de lenguajes especializados – “Español de los negocios.”

Nódulo C: Profundización en la enseñanza de aspectos lingüísticos – “Hacia una gramática lógica en el aula de español.”

Completed between June 29-July 24, 2018.

- Editorial Edinumen, Universidad de Salamanca, and La Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE), Instituto Cervantes.

Professional Development Program. PDP ELE 2018 (MOOC).

Online, worldwide professional development program (MOOC) for teachers of Spanish as a Second Language. I viewed webinars and took pre and post assessments when given.

“Elegir una metodología para enseñar español: El enfoque comunicativo.” (4/16/2018).

“Fomentar el pensamiento crítico en las actividades comunicativas” (6/14/2018).

“Contenidos y dinámicas de culturas hispanas e intercultural” (6/15/2018).

“Integrar aplicaciones digitales para formar una identidad lingüística” (6/19/2018).

“Integrar las destrezas en nuestra labor docente” (6/20/2018).

“Aplicar un enfoque inductivo en la enseñanza léxica y gramatical del español” (6/21/2018).

“La explotación de los recursos auténticos en el aula de español” (6/25/2018).

“Aprendizaje multimodal y lenguaje audiovisual en nuestro contexto cultural” (6/26/2018).

“Implementing IPAs at the University Level” (6/27/2018).

“La enseñanza de idiomas en la era 4.0. Nuevos contextos de aprendizaje” (6/28/2018).

- Consortium of Higher Education LGBT Resource Professionals.

“How Whiteness is Centered in Our Larger Community Narrative Around ‘Queerness’.”

Decentering Whiteness Webinar Series.

June 13, 2018.

- The Southwest Center for Human Relations Studies of The University of Oklahoma
The National Conference on Race and Ethnicity in American Higher Education (NCORE).

The NCORE conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. The conference focuses on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations. It is an opportunity for individuals and institutions to share their on-

the-ground knowledge about program development, student development, academic assessment tools, effective theoretical frameworks, the latest practice-based research findings and radical and innovative experiential curriculum to transform higher education in its mission for diversity and inclusion for students, staff, faculty and leadership.

New Orleans, Louisiana.

May 29-June 2, 2018

- The Pennsylvania State University, University Park, PA.

Discussion on ACTFL's *Enacting the Work of Language Instruction: High-Leverage Teaching Practices*.

PSU Language Teaching and Learning Group

Professional development discussion on and analysis of Donato and Glisan's publication on high-leverage teaching practices.

April 19, 2018.

- The Pennsylvania State University, University Park, PA.

"Stereotype Threat and Identity Threat: The Science of a Diverse Community."

College of Engineering and College of the Liberal Arts.

Dr. Claude Steele, Professor of Psychology, University of California Berkley.

Drawing on stereotype threat and social identity threat research, this talk addressed the why, what and how of diverse learning communities: why they are important, a working hypothesis about what is critical to their success and what research reveals about how to achieve that success. The talk's practical aim is to identify features of diverse learning communities—schools, universities and academic disciplines—that while good for all students, are especially helpful for minority students generally. The talk will also explore the psychological significance of community and its role in learning.

April 19, 2018.

- The Pennsylvania State University, University Park, PA.

"Analyzing Language Program Materials for Equity-Minded Practices."

Department of Spanish, Italian, and Portuguese and Dr. Uju Anya, Assistant Professor of Second Language Learning.

This workshop built upon ideas from Dr. Anya's February 2018 presentation on inequitable experiences of minoritized students in language studies, during which we discussed how we could contribute to ensuring our students' meaningful participation and success. We were invited to bring program artifacts (e.g., syllabi, online labs, lesson plans, instructional materials and assessments, placement exams, brochures, websites) to determine whether and to what extent these utilize equity-minded and inclusive practices that help minoritized students succeed in language studies. We closely and critically examined the artifacts we brought, utilizing an analysis protocol designed to promote: inquiry into how language program materials and practices affect minoritized students; self-assessment of materials and practices from equity and inclusive perspectives; and action planning to modify materials and practices to be more equity-minded and inclusive. We learned that addressing inequity in access, representation, and treatment for minoritized students requires language program professionals to question how attitudes, materials, and practices may contribute to these inequities. We also found how critical it is to adopt perspectives of equity-mindedness and inclusivity to making changes needed to promote success for minoritized students. This workshop showed us practical ways to recognize and seize opportunities for beneficial change.

April 13, 2018.

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: "Supporting Use of the Second Language (L2)".

March 30, 2018.

- The Pennsylvania State University, University Park, PA.

"Using Transformational Executive and Leadership Coaching to Promote Inclusionary Excellence and Drive Organizational Results."

The Academy of Human Capital, HR Certification Institute, School of Labor and Employment Relations.

In this webinar, we learned what transformational executive and leadership coaching involve; explored how these management interventions can accelerate the development of leadership excellence and drive organizational results; and discussed best practices, trends and potential organizational benefits.

March 27, 2018

- The Pennsylvania State University, University Park, PA.

"Teaching So Everyone Learns: Concepts and Tips of More Inclusive Classrooms".

The Department of Spanish, Italian, and Portuguese and Dr. Todd Zakrajsek, Associate Professor at the UNC Chapel Hill.

In this workshop, we looked at the wide variety of learners that comprise classrooms these days and then worked through teaching strategies that help a wide array of individuals to be academically successful.

March 23, 2018.

- The Pennsylvania State University, University Park, PA.

"Lecturing Can Be Active Learning: A New Evidence-Based Approach to an Old Debate."

The Schreyer Institute for Teaching Excellence and Dr. Todd Zakrajsek, Associate Professor at the UNC Chapel Hill.

This workshop worked on the conceptions of metacognition, scaffolding, and cognitive load, as well as new teaching strategies based on these concepts.

March 22, 2018

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: "Strategies to Guide Learners to the Next Proficiency Level".

February 16 and March 16, 2018.

- The Pennsylvania State University, University Park, PA.

Discussion on Effective Study Methods.

Liberal Arts Teaching Group

Professional development discussion on how to get students to use more effective study methods.

March 15, 2018.

- The Pennsylvania State University, University Park, PA.

“Promoting Confidence and Conversation in the L2 Classroom.”

The Department of Spanish, Italian, and Portuguese and Dr. Joseph Bauman.

In this workshop (viewed later than it was originally given), we explored two approaches to resolving the challenge of getting L2 students to engage in spontaneous conversation in the classroom: promoting student confidence and developing innovative conversation activities. In addition to discussing techniques to reduce students’ affective filters, the presentation described specific activities to implement immediately in the classroom.

February 23, 2018.

- The Pennsylvania State University, University Park, PA.

“Get Students to Focus on Learning Instead of Grades: Metacognition is Key!”

The Schreyer Institute for Teaching Excellence and Dr. Sandra McGuire.

This workshop focused on the importance of helping students acquire simple, but effective learning strategies based on cognitive science principals and that significantly improve learning while transforming student attitudes about the meaning of learning.

February 12, 2018

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: “Cultivating Connections: Language Learning and 21st Century Literacies”.

January 26 and February 9, 2018.

- The Pennsylvania State University, University Park, PA.

New Student Organization Advisor Training.

Penn State Student Affairs.

February 8, 2018.

- The Pennsylvania State University, University Park, PA.

“Understanding the Identities, Motivations, and Investments of Minoritized Students Learning A New Language.”

Department of Spanish, Italian, and Portuguese and Dr. Uju Anya, Assistant Professor of Second Language Learning.

In this workshop, Professor Uju Anya expounded on how we learn to speak race, ethnicity, gender, sexuality, and social class identities in second language learning in the classroom and how to create more inclusive classroom experiences for students from underrepresented populations. Specifically, in this talk she presented research on varied experiences of minoritized students in language classrooms, cultural studies, and study abroad programs. We discussed the identities, motivations, and investments of these students to interrogate the idea that the field of language studies is a safe haven of multicultural exchange free from ethnic bias, racism, sexism, homophobia, and elitism. The talk also examined how inequitable access, treatment, representation, and experiences in language classrooms and other learning contexts, texts and teaching materials, research and epistemological practices challenge our values of multiculturalism. It showed how classroom instructors’ perceptions and efforts to serve the needs of minoritized students often conflict with the investments students make in new language learning. Ultimately, this presentation addressed how minoritized students can authentically and effectively participate and succeed in language studies.

February 2, 2018.

- Washington NonProfits, Seattle, WA.

“Nonprofit Legal Checklist.”

In this online workshop, we went over the Wayfind Nonprofit Self-Assessment Legal Checklist. We focused on state and federal legal compliance and best practices for nonprofit governance.

December 7, 2017.

- Washington NonProfits, Seattle, WA.

“Finance Unlocked for Nonprofits.”

In this online workshop, we received an understanding of nonprofit finance, covering the why, what, who, and how of nonprofit finance. Specifically, we reviewed five main topics that every nonprofit person needs to know about nonprofit finance: balance sheets, income statements, 996, giving, and oversight. Finally, we learned about how to elevate the financial literacy of an NGO and its board of directors.

December 5, 2017.

- The Pennsylvania State University, University Park, PA.

Certificate of Completion.

Office of Ethics & Compliance.

For successful completion of Clery Act Training and Examination (renewal needed to be able to be a student organization advisor).

November 20, 2017.

- The Pennsylvania State University, University Park, PA.

“How to Support Your Transgender Employees: An Update from the Intel Corporation.”

The Academy of Human Capital, HR Certification Institute, School of Labor and Employment Relations.

In this webinar, we learned from Intel Corporation representatives about how to implement a series of best practices to support transgender employees.

November 16, 2017.

- Family Equality Council and Equality Pennsylvania.

“LGBTQ Family Law in Pennsylvania: An Introduction.”

In this webinar, we reviewed the current status of federal and state law on recognition of same-sex marriages, parent rights and adoption, applying for documentation for children, nondiscrimination protections, school policies, healthcare, and parental leave.

November 16, 2017.

- The Pennsylvania State University, University Park, PA.

Equity Action Resource Team Training.

The Affirmative Action Office, Educational Equity, and Human Resources.

A follow-up 3-hour training to insure inclusive excellence in recruitment and hiring practices for intentional intersection and alignment with university strategic diversity and inclusion goals.
November 14, 2017

- The Pennsylvania State University, University Park, PA.

“Design Practices for Online or Hybrid Language Courses.”

The Department of Spanish, Italian, and Portuguese.

In this workshop, we learned about best practices applicable to fully online or hybrid language courses; techniques and strategies on how to emphasize speaking and listening at a distance; instructional models for creating authentic experiences; and assessing speaking and listening online. Instructional presence and student engagement were also discussed.

November 3, 2017.

- The Pennsylvania State University, University Park, PA.

2017 Language Teaching Forum: “Enacting the Work of Foreign Language Teaching: High-Level Practices.”

Center for Language Acquisition & Dr. Richard Donato and Dr. Eileen Glisan.

In this all-day workshop on language teaching practices, we explored a set of foreign language practices that are based on second language acquisition theory, research on student learning, and the wisdom of classroom practice. We learned how to enact selected practices by analyzing and examining their various instructional moves and understanding the relationship of these moves to learning goals. After a brief introduction about the work of teaching, four high leverage practices were introduced: 1) Using the target language comprehensibly during instructional interactions, 2) Developing a discourse community through interpersonal communication, 3) Focusing on cultural products, practices, and perspectives in a dialogic context, and 4) Providing feedback in oral communication. Pedagogical tools for planning instruction were provided for each of the four practices. Discussion, collaboration, and hands-on practice were the vehicle for understanding the selected practices, how they can address specific teaching challenges, and how the practices serve larger instructional purposes.

October 28, 2017.

- The Tyler Clementi Center of Rutgers University, New Brunswick, NJ.

2017 Tyler Clementi Center Academic Colloquium.

Attended remotely the livestream of the Tyler Clementi Center's 2017 Academic Colloquium on the experiences of queer-spectrum and trans-spectrum students across higher education. I attended this conference for its research findings on best to allocate resources in our university, to get a better sense on how to work with queer-spectrum and trans-spectrum populations in higher education, to learn more on educational policy that identifies barriers to student access, and to learn how to find and conduct future research projects with this population. This all-day colloquium focused on the power of language (uncovering the challenges and complexities of operationalizing sexual orientation and gender identity in survey research); a groundbreaking meta-analysis of campus climate for queer-spectrum and trans-spectrum students in higher education; and emerging issues in research, policy, and practice.

October 26, 2017.

- The Pennsylvania State University, University Park, PA.

FastStart Mentor Training.

Penn State Alumni Association FastStart Program and Mentor Collective.

Received online training to assist me in becoming an effective mentor to students from minoritized backgrounds.

October 24, 2017.

- The Williams Institute at UCLA School of Law.

“Webinar: The Role of Experts and Academics in LGBT Advocacy”.

Online seminar that addressed several questions: when are experts useful, who is considered an expert, how are experts used in different countries and cultural contexts, what is the value of and challenges posed by experts who are independent from the LGBT movement, and how can advocates and experts form useful relationships.

October 13, 2017

- The Pennsylvania State University, University Park, PA.

“Having Sensitive Conversations in the Classroom.”

The Department of Spanish, Italian, and Portuguese and The Schreyer Institute for Teaching Excellence.

This interactive workshop explored ways to sensitively facilitate difficult classroom conversations—planned and unplanned—when sensitive topics emerge. The workshop had us consider the ways these “hot topics”—whether related to politics, culture, personal identities, or global events—can have crucial impacts on learning.

September 22, 2017.

- Dr. Jeanine Staples and Bucknell University, Multicultural Student Services – Strengths and Struggles Virtual Summit.

Strengths and Struggles in School and Society: Producing Critical and Creative Examinations of Intersectional Lives.

Online Informative sessions and interviews from scholars and students in the fields of elementary and secondary education, higher education, family studies, women's studies, gender and sexuality studies, African American and cultural studies, and more, tackling such issues as race, gender, equity, social justice, and intersectionality in relation to what marginalized communities experience in school and society. Some of the points discussed include: ways of decolonizing curriculum and campuses, discoveries about the differences between “diversity initiatives” and “decolonizing initiatives” for schools and society (and the need to advocate for the latter), clarity about what microaggressions and macroaggressions are and how to identify and intercept them where you learn and live, ways to grow courage as a teacher-scholar of color in academic spaces governed by white supremacy, ways to support marginalized students to cultivate embodied authenticity, ways to embrace relational mental health in and outside of the classroom, advocating for solidarity among black girls, problems facing students with multifaceted identities, the experiences of gifted black boys and men in schools and society, ways to live a life of liberation, dismantling white supremacy, and causes of stereotyping and prejudice in children and ways to minimize these biases.

September 2-22, 2017.

- The Pennsylvania State University, University Park, PA.

Summer 2017 CALPER Workshop 3: “L2 Vocabulary Teaching and Learning.”

The Center for Advanced Language Proficiency Education and Research (CALPER).

All-day workshop that explored essential aspects of the nature of vocabulary, familiarized with some important findings from vocabulary studies that help us understand how words are organized and learned, offered informed pedagogical suggestions for teaching vocabulary in a systematic way, and shared usable activities and strategies to help students accelerate in learning words. Some of the questions that were addressed included: What does it mean to know a word? Which words should I teach my students? What are some of the best ways to teach words? What strategies can students use to learn new words?
June 23, 2017.

- The Pennsylvania State University, University Park, PA.

Summer 2017 CALPER Workshop 2: “Teaching Social Meaning in Language.”

The Center for Advanced Language Proficiency Education and Research (CALPER).

Two-day workshop that focused on practical ways to raise students’ awareness of social and cultural meanings of language in the classroom and to support learners’ use of language in social-contextually appropriate ways. The workshop consisted of four components: 1) understanding the place of social meaning in language learning and teaching; 2) teaching social meaning through concept-based instruction; 3) supporting appropriate language use in communicative activities; and 4) assessing learner development.
June 21-22, 2017.

- The Pennsylvania State University, University Park, PA.

Summer 2017 CALPER Workshop 1: “L1 Use in the Language Classroom.”

The Center for Advanced Language Proficiency Education and Research (CALPER).

Two-day workshop that tackled head on current debate about the status and appropriateness of L1 use in foreign language learning and teaching. Grounded in research and practice, we explored how a refined understanding of first language, second language, and their relationship can promote language learning and the teaching of complex and difficult language features of the second language. In particular, we enhanced our understanding and implementation of the *Comparisons* Goal of the *World-Readiness Standards for Language Learning*.
June 19-20, 2017.

- The Pennsylvania State University, University Park, PA.

Equity Action Resource Team Training.

The Affirmative Action Office, Educational Equity, and Human Resources.

3-hour training to insure inclusive excellence in recruitment and hiring practices for intentional intersection and alignment with university strategic diversity and inclusion goals.
May 5, 2017.

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: “Curriculum and Instruction – Purposeful Planning to Increase Student Learning”.

April 21, 2017.

- The Pennsylvania State University, University Park, PA.

The “All In” at Penn State: A Commitment to Diversity and Inclusion Conference.

The Office of the Vice Provost for Educational Equity.

An all-day conference on how to build, advance, and support a diverse faculty and student body. The main goals of the conference were learning how to recognize personal bias and how it affects teaching and learning; acquiring techniques to make diversity and inclusion an actionable and accountable practice; and implementing change and best practices in the diverse hiring process.
April 18, 2017.

- The Pennsylvania State University, University Park, PA.

Discussion on ACTFL’s *Words and Actions: Teaching Languages Through the Lens of Social Justice*.

PSU Language Teaching and Learning Group.

Professional development discussion on how to incorporate social justice issues in the foreign language classroom.
April 14, 2017.

- The Pennsylvania State University, University Park, PA.

“Maintaining Civility in Higher Education: *How to Deal with Controversy on the Contemporary College Campus*”.

Student Orientation and Training Programs and the Commission on Racial and Ethnic Diversity.

Professional development webinar on how to engage and manage student students in productive discussions on controversial issues, including how to maintain a safe and secure environment when conflict arises that has the potential to be volatile.
April 13, 2017.

- The Pennsylvania State University, University Park, PA.

Canvas Training.

The Department of Spanish, Italian, and Portuguese and ITS Training Services.

Professional development workshop on Canvas, a new learning management system.
April 7, 2017.

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: “Developing Performance – Aiming for Proficiency”.

March 24 and 31, 2017.

- The Pennsylvania State University, University Park, PA.

Certificate of Completion.

Completion of “Understanding Title IX at Penn State”.

March 2, 2017.

- Editorial Edinumen, Universidad de la Rioja, and La Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE).

Professional Development Program.

Online, worldwide professional development program for Spanish educators. Each month featured lectures and readings by distinguished researchers on cutting-edge pedagogical topics.
March 1-July 6, 2017.

Módulo 1: La adaptación de materiales al contexto (3/1-3/30)

Nivel 1: Aspectos clave en la creación de materiales

Elaboración de materiales didácticos para el aula de ELE (María José Gelabert, Centro Universitario CIESE-Fundación Comillas)

Adaptación de materiales interculturales

Nivel 2: Aspectos clave en la evaluación formativa

Aspectos clave de la evaluación en el aula de ELE (Javier Fruns, Instituto Cervantes)

Servicio internacional de Evaluación de la Lengua Española

Módulo 2: El nuevo papel del profesorado de español (3/31-4/28)

Nivel 3: Enfoques online para la enseñanza de español

Enfoques online para la enseñanza de español (Raúl Santiago, Universidad de la Rioja)

Ser profesora de español online (Elena Prieto, Fundadora de www.tuescueladeespanol.es)

Nivel 4: Ecosistemas virtuales en la enseñanza de español

Foros participativos en línea (Daniel Cassany, Universidad Pompeu Fabra)

Motivación extrínseca y flipped classroom (Reyes Llopis, Columbia University)

Módulo 3: La integración de las disciplinas lingüísticas en el aula (5/3-5/31)

Nivel 5: Aprendizaje creativo del léxico

Aprendizaje creativo del léxico (Francisco Jiménez Calderón-Universidad de Extremadura, María Ménéndez-Universidad Prefectural de Aichi, Mercedes Pérez Serrano-Columbia University).

La enseñanza del lenguaje idiomático (Javier Muñoz-Basols, presidente de ASELE)

Nivel 6: La corrección de la pronunciación

La corrección de la pronunciación (Antonio Hidalgo-Universidad de Valencia, Soledad Luque-Fundación José Ortega y Gasset-Gregorio Marañón) y Aarón Pérez-Editorial Edinumen).

Expectativas docentes frente a los alumnos sinohablantes (Marta Muñoz Torres, Xián International Studies University).

Módulo 4: La mejora de las estrategias en clase (6/1-7/6)

Nivel 7: Posibilitar la interacción en el aula

La interacción oral en el aula (Sonia Eusebio, International House Madrid).

Interacción oral y estrategias de intervención docente (Alicia Clavel, profesora de ELE).

Nivel 8: Posibilitar la mediación en el aula

Mediación interlingüística para el aula de ELE: usos de la traducción pedagógica (Adolfo Sánchez Cuadrado, Universidad de Granada).

La lengua materna en el aula de ELE (Mar Galindo, Universidad de Alicante).

- The American Council on The Teaching of Foreign Languages.

ACTFL Virtual Learning Module, Online Workshop: “Core Practices of Effective Language Learning”.

February 10, 2017.

- The Pennsylvania State University, University Park, PA.

“Bullying Among Diverse Populations”.

The Diversity and Community Enhancement Committee of the College of Education.

A 7-hour professional development workshop on the prevalence and impact of bullying, cyberbullying, and bias-based bullying (i.e. bullying directed towards individuals on the basis of race, ethnicity, disability, religion, socioeconomic status, weight, and sexual orientation), and methods to address these negative behaviors as an active witness.

January 28, 2017.

- The Pennsylvania State University, University Park, PA.

“Are You Testing What You Are Teaching?”.

The Department of Spanish, Italian, and Portuguese and The Schreyer Institute for Teaching Excellence.

Professional development workshop on crafting effective exams.

January 27, 2017.

- The National LGBT Health Education Center of The Fenway Institute.

Online Seminar: “The Affordable Care Act: Building Health Equity for LGBT People”.

November 19, 2016.

- The Williams Institute at UCLA School of Law.

“Webinar: How Prejudice and Stigma Harm the Health and Wellbeing of LGBT People”.

Online seminar on how the minority-stress process can be used to understand the relationship between anti-LGBT laws, discrimination, and health.

November 15, 2016.

- The Pennsylvania State University, University Park, PA.

Certificate of Completion.

Office of Ethics & Compliance.

Annual compliance training on Penn State Values, Ethics Policies, Conflict of Interest, Retaliation, Reporting Child Abuse, Discriminatory Misconduct, Clery Act, Research-related Misconduct, and Behavioral Threat.

November 15, 2016.

- The Pennsylvania State University, University Park, PA.

“Classroom Assessment Techniques for the Language Classroom”.

The Department of Spanish, Italian, and Portuguese and The Schreyer Institute for Teaching Excellence.
Professional Development Workshop.
October 21, 2016.

- The National LGBT Health Education Center of The Fenway Institute.

Online Seminar: “The LGBT Health Education Training Services: Meeting the Health Care Needs of Transgender People”.
September 5, 2016.

- The American Council on The Teaching of Foreign Languages.

ACTFL Workshop: “OPI Assessment Four-day Enhanced Familiarization”.
August 15-18, 2016. (28 hours of Professional Development).

- The Pennsylvania State University, University Park, PA.

“Transgender 101: Understanding the T and Providing a Welcoming Environment”.

The LGBTQA Student Resource Center.

This three-hour training session provided a foundation for the understanding of the Transgender Community.
August 14, 2016.

- The National LGBT Health Education Center of The Fenway Institute.

Online Seminar: “Understanding Bisexuality: Challenging Stigma, Reducing Disparities, and Caring for Patients”.
August 10, 2016.

Online Seminar: “Training Frontline Staff to Collect Data on Sexual Orientation and Gender Identity”.
August 9, 2016.

Online Seminar: “Do Ask, Do Tell: Collecting Data on Sexual Orientation and Gender Identity in Health Centers”.
August 8, 2016.

Online Seminar: “Improving Health Care for Transgender People”.
August 7, 2016.

- Editorial Edinumen, Universidad de la Rioja, Instituto Cervantes, Instituto Caro y Cuervo, La Asociación para la Enseñanza del Español como Lengua Extranjera (ASELE).

Professional Development Program.

Online, worldwide professional development program for Spanish educators. Each month featured several lectures and a podcast by distinguished researchers on cutting-edge pedagogical topics.
December 21, 2015 - June 15, 2016.

Módulo 1 - La lengua en su habitat: competencias para la comunicación (12/21-1/31).

Topics:

"La visión neuroeducativa en la formación del profesor."

Ponente: Francisco Mora, Universidad Complutense.

"El nivel pragmático en el aprendizaje del español."

Ponente: María Victoria Escandel, UNED.

"Asuntos gramaticales: el subjuntivo."

Ponente: José Gómez Asencio, Universidad de Salamanca.

Webinar: Juan Manuel Real (Instituto Cervantes Porto Alegre).

Master class: Juan María Liceras (Universidad de Ottawa).

Módulo 2 - La narración como mecanismo de aprendizaje (2/1-2/29).

Topics:

"Activando sensaciones. Lo narrativo en la pedagogía."

Ponente: María Acaso, Universidad Complutense.

"Mejorando la implicación del alumno en el aula."

Ponente: José Manuel Foncubierta, Editorial Edinumen.

"La didáctica de la imaginación."

Ponente: Sonia Betancort, Universidad Camilo José Cela.

Webinar: María Méndez (Universidad de Vigo).

Master class: Tim Murphey (Kanda University of International Studies).

Módulo 3 - Conectar el contenido con la experiencia (3/1-3/31).

Topics:

"El aprendizaje del español desde una perspectiva multisensorial."

Ponente: Javier Ávila, Universidad de Córdoba.

"Musicalidad y ritmo en el aprendizaje de ELE: la comprensión lectora."

Ponente: Carmen Fonseca, Universidad de Huelva.

"La multimodalidad en el aprendizaje: uso del video en el aula."

Ponente: Ben Goldstein, The New School, New York.

Webinar: Ana Gómez (Blog Lápiz de ELE).

Webinar: Félix Villalba y Viviana Nieto (Instituto Caro y Cuervo).

Módulo 4 - Del grupo a la creación de comunidades de aprendizaje (4/1-5/1).

Topics:

"La generación de autonomía y la facilitación."
Ponente: Adrian Underhill, Asesor y formador de profesores.
"Dinámicas de grupo y aprendizaje cooperativo: interdependencia positive."
Ponente: Fernando Trujillo, Universidad de Granada.
"Blended Learning: Conectándonos más allá de los muros del aula."
Ponente: Chema Rodríguez, Editorial Edinumen.
Webinar: Héctor Ríos (Università di Cagliari).
Master class: Kris Buisy (Universidad de Lovaina).

Módulo 5 - El aprendizaje experiencial y los procesos de evaluación (5/2-5/31).

Topics:

"La evaluación del aprendizaje y para el aprendizaje."
Ponente: Fuentsanta/Figueras, Catedrática de español para extranjeros de EOI y Department d'Ensenyament de la Generalitat de Catalunya.

"Los DELE. Formación y certificación."

Ponente: Inés Soria Pastor, Instituto Cervantes.

"La reflexión en la formación del profesorado: lo experiencial."

Ponente: Olga Esteve, Universidad Pompeu Fabra.

Webinar: Susana Pastor (Universidad de Alicante, Presidenta de ASELE).

Webinar: Olga Juan Lázaro (Instituto Cervantes).

- Emory University

Online Course: "From Freedom Rides to Ferguson: Narratives of Nonviolence in the American Civil Rights Movement".

Non-credit Course Duration: March 21-May 2, 2016.

- The National LGBT Health Education Center of The Fenway Institute.

Online Seminar: "Reaching LGBTQ Communities and Engaging them in Health Care".

March 9, 2016.

- The Pennsylvania State University, University Park, PA

"Challenges & Opportunities Associated with Foreign Language Writing in Beginning- & Intermediate-Level Language Courses".

The Department of Spanish, Italian, and Portuguese.

Professional Development Workshop given by Dr. Mary E. O'Donnell.

February 19, 2016.

- The National LGBT Health Education Center of The Fenway Institute.

Introduction to LGBT Health:

Online Seminar: "Creating Inclusive Health Care Environments for LGBT Patients and Staff".

January 19, 2016.

Online Seminar: "Achieving Health Equity for Lesbian, Gay, Bisexual, and Transgender People".

January 18, 2016.

Online Seminar: "Ten Things: Providing an Inclusive and Affirmative Health Care Environment for LGBT People".

December 30, 2015.

- Association for Supervision and Curriculum Development (ASCS).

Online Seminar: "Peer Coaching: Pathways for Reflection, Growth, Teaching Excellence, and Student Achievement".

December 30, 2015.

Online Seminar: "Teaching Students to Reflect on Personal Learning".

December 29, 2015.

- Duke University

Online Course: "International Human Rights Law: Prospects and Challenges".

Non-credit Course Completed with Distinction.

December 22, 2015.

- The Williams Institute at UCLA School of Law.

"Webinar: What's Next for the Williams Institute".

Online seminar on new areas of research that will help inform sexual orientation and gender identity law and public policy.

December 11, 2015.

- The Consortium of Higher Education LGBT Resource Professionals, Kognito, The Trevor Project, and Campus Pride.

Certificate for completion of the course entitled: "LGBTQ on Campus for Faculty and Staff".

An online simulation program designed to help faculty and staff create a more safe, respectful, and supportive culture for students that identify as LGBTQ. Instructed on how best to effectively manage classroom discussions in which discriminatory language is used; conduct an effective and supportive conversation with a student who discloses an LGBTQ identity; and identify when a student may be distressed and connect them to local support services.

November 25, 2015.

- The Pennsylvania State University, University Park, PA.

Certificate of Completion.

Office of Ethics & Compliance.

For successful completion of Clery Act Training and Examination.

November 25, 2015.

- University of Pennsylvania

Online Course: "Introduction to Key Constitutional Concepts and Supreme Court Cases".

Non-credit Course Completed with Distinction.

November 23, 2015.

- The Pennsylvania State University, University Park, PA.

“Assisting Students with Foreign Language Learning Disabilities”.

The Department of Spanish, Italian, and Portuguese and The Office of Disability Services.

Professional Development Lecture given by Keith Jervis, Director of The Office of Disability Services.

November 6, 2015.

- The Pennsylvania State University, University Park, PA.

“Designing and Using Rubrics to Support Student Learning”.

The Department of Spanish, Italian, and Portuguese and The Schreyer Institute for Teaching Excellence.

Professional Development Workshop.

October 23, 2015.

- The Williams Institute at UCLA School of Law.

“Webinar on SCOTUS Decision Legalizing Marriage Equality and Its Impact”.

Online seminar on the U.S. Supreme Court’s June 26, 2015 legalization of marriage equality nationwide and the impact of this historic decision on LGBT families, stigma and LGBT health, public opinion, and state and local economies.

June 29, 2015.

- The Williams Institute at UCLA School of Law.

“Webinar on LGBT Discrimination and Workplace Protections”.

Online seminar on the latest research on LGBT discrimination, the effectiveness of non-discrimination protections, RFRs, and the business case for LGBT inclusion. Areas of research discussed included ongoing discrimination against LGBT people, the health and economic impact of discrimination on LGBT people, additional challenges that transgender people face and the cost of transition-related health care services to employers, religious exemptions, and the economic impacts of discrimination.

May 12, 2015.

- The Pennsylvania State University, University Park, PA.

“Intersectionality 101”.

The LGBTQA Student Resource Center.

This three-hour training session provided a foundation of knowledge needed to be an effective ally to LGBTQ students. An intersectional perspective is imperative discussing sexual and gender diversity. LGBTQ people’s identities are made up of numerous intersections – sex, class, ability, ways of processing information, race, nationality, and many more. In order to relate successfully to LGBT communities in their totality, an integrated anti-oppression framework is necessary. This training provided methods to relate to the whole person, not just one or two aspects of their identity.

April 30, 2015.

- The Pennsylvania State University, University Park, PA.

“Working, Learning, and Teaching Collaboratively”.

The Schreyer Institute for Teaching Excellence for The Learning Edge Academic Program (LEAP) Instructor Training.

Attended and Participated on April 11, 2015.

- Cambridge University Press, Universidad de la Rioja, and Editorial Edinumen.

Professional Development Program.

Invited to participate in an online, worldwide professional development program for Spanish educators. Each month featured a lecture, podcast, Google Hangout, and white paper by a distinguished researcher on a cutting-edge pedagogical topic; an examination on the material taught; and the opportunity to interact with colleagues teaching all levels and varieties of Spanish from all over the globe.

Program Run: November 2014 – May 2015.

Topics:

“The Communicative Experiential Approach: Keys for Lasting Learning” (November, 2014).

“Encouraging Students to Get Involved in Interactive Oral Activities” (December, 2014).

“Do You Agree? Strategies to Activate and Recycle Vocabulary through the Imagination” (January, 2015).

“Grammatical Tasks: Reflection and Practice in a Communicative Experiential Classroom” (February, 2015).

“How to Motivate My Students to Learn Spanish” (March, 2015).

“The Flipped Classroom: Turning Your Teaching Inside-Out” (April, 2015).

“Identification: Communicative Culture in Experiential and Communicative Teaching” (May, 2015).

- The Pennsylvania State University, University Park, PA.

“Digital Storytelling for Communicative Proficiency in the 21st Century Foreign Language Classroom”.

The Department of Spanish, Italian, and Portuguese. Professional Development Workshop given by Silvina Orsatti.

March 19, 2015.

- The Pennsylvania State University, University Park, PA.

“Supporting Academically Diverse Learners In & Outside of the Classroom”.

The Department of Spanish, Italian, and Portuguese & The Schreyer Institute for Teaching Excellence.

Professional Development Workshop.

February 20, 2015.

- The Pennsylvania State University, University Park, PA.

“Microaggressions and Marginality: Manifestations, Dynamics and Impact”.

A Workshop Offered by Dr. Derald Wing Sue (9/16/2014).

The Office of the Vice Provost for Educational Equity.

Workshop Video Viewed on November 26, 2014.

- The Pennsylvania State University, University Park, PA.

“Exploring Culture through the Target Language”.

The Department of Spanish, Italian, and Portuguese, Professional Development Workshop.

An ACTFL Webinar Viewing and Departmental Roundtable Discussion.
November 7, 2014.

- The Pennsylvania State University, University Park, PA.

"Spanish in Context: Toward Fluency Beyond the Basic Classroom".

The Department of Spanish, Italian, and Portuguese, Professional Development Workshop.
October 16, 2014.

- Equality Pennsylvania, Harrisburg, PA.

Certificate for Completion of SpokesLeader Training.

Awarded upon successful completion of training conducted via four online classes. The seminars focused on the nondiscrimination campaign, on how to address it publicly, and how to advocate for LGBT equality by building support for nondiscrimination within local communities.

Training completed on September 25, 2014.

- The Pennsylvania State University, University Park, PA.

"Film in the Classroom".

The Department of Spanish, Italian, and Portuguese, Professional Development Workshop given by Bill Van Patten (4/23/2014).
Workshop Video Viewed on August 15, 2014.

- University of Pennsylvania

Online Course: "Analyzing Global Trends for Business and Society".

Non-credit Course Completed with Distinction.

July 2, 2014.

- The Pennsylvania State University, University Park, PA.

"Ally to the LGBT Community Training (Safe Zone Training)".

The LGBTQA Student Resource Center.

The training consisted of a two-hour session that provided a foundation of knowledge needed to be an effective ally to LGBTQ students at the Pennsylvania State University. Safe Zoners become individuals identified as knowledgeable persons comfortable with LGBTQ students approaching them to talk about LGBTQ related issues, or to help students find campus or local resources. Safe Zone Training supports PSU's mission of providing a culturally diverse and mutually respectful environment where every member of the university community can feel safe, respected, and accepted.

June 26, 2014.

- The Pennsylvania State University, University Park, PA.

Certificate for Online Teaching.

The Pennsylvania State University World Campus, Faculty Development, Outreach and Online Education.

The Pennsylvania State University World Campus, Faculty Development, Outreach and Online Education.

Awarded on June 16, 2014 upon completion of the curriculum for certification for online instruction

Courses Taken Towards Completion of Certificate for Online Teaching:

OL 1000: Overview of Teaching and Learning Online (2/14/2014).

OL 1800: Accessibility Faculty Development Module (2/16/2014).

OL 1900: Prove it! (2/20/2014).

OL 2000: Effective Online Teaching (4/25/2014).

OL 2700: Online Presence (6/15/2014).

- The Pennsylvania State University, University Park, PA.

"Best Practices in Prezi for Higher Education".

The Department of Spanish, Italian, and Portuguese. Professional Development Workshop.

November 1, 2013.

- The Pennsylvania State University, University Park, PA.

"Best Practices in VoiceThread for Higher Education".

The Department of Spanish, Italian, and Portuguese, Professional Development Workshop.

September 13, 2013.

- The Pennsylvania State University, University Park, PA.

Certificate of Completion.

Center for Workplace Learning and Performance, Office of Human Resources, and Office of Ethics & Compliance.

For successful completion of "Building a Safe Penn State: Reporting Child Abuse" tutorial and examinations.

April 28, 2013. Renewed: August 12, 2014 and November 25, 2015.

- The Pennsylvania State University, University Park, PA.

"Syllabi Design and Evaluation/Writing Objectives and Goals".

The Department of Spanish, Italian, and Portuguese & The Schreyer Institute for Teaching Excellence.

Professional Development Workshop.

April 11, 2013.

- The Pennsylvania State University, University Park, PA.

"Student Centered Discussions".

The Department of Spanish, Italian, and Portuguese & The Schreyer Institute for Teaching Excellence.

Professional Development Workshop.

February 19, 2013.

- The Pennsylvania State University, University Park, PA.

"VoiceThread: Overview".

College of the Liberal Arts, Teaching and Learning with Technology Faculty Workshop.

April 24, 2012.

- The Pennsylvania State University, University Park, PA.
"Penn State Wikispaces for Classroom Use".
College of the Liberal Arts, Teaching and Learning with Technology Faculty Workshop.
April 4, 2012.
- The Pennsylvania State University, University Park, PA.
"Blogs for Classroom Use".
College of the Liberal Arts, Teaching and Learning with Technology Faculty Workshop.
March 13, 2012.
- The Pennsylvania State University, University Park, PA.
"Hazards and Benefits of Web 2.0 for Higher Education".
College of the Liberal Arts, Teaching and Learning with Technology Faculty Workshop.
January 31, 2012.
- The Pennsylvania State University, University Park, PA.
"Topics for Teaching: Google Apps Overview".
College of the Liberal Arts, Teaching and Learning with Technology Faculty Workshop.
December 1, 2011.
- The Pennsylvania State University, University Park, PA.
"Best Practices for PowerPoint: Tips for Teachers".
Schreyer Institute for Teaching Excellence Workshop.
October 13, 2011.
- The Pennsylvania State University, University Park, PA.
"Classroom Assessment Techniques".
Schreyer Institute for Teaching Excellence Workshop.
October 6, 2011.
- The Pennsylvania State University, University Park, PA.
"Getting Through the Stack: Grading that is efficient and effective".
Schreyer Institute for Teaching Excellence Workshop.
September 8, 2011.
- The Pennsylvania State University, University Park, PA.
Family Educational Rights and Privacy Act (FERPA) Passed Certificate.
For successful completion of FERPA tutorial and examination.
March 18, 2011.
- The Pennsylvania State University, University Park, PA.
"Students in Distress: Guidelines for Faculty and Staff".
College of the Liberal Arts, Human Resources Workshop.
November 9, 2010.
- The Pennsylvania State University, University Park, PA.
Teaching with Technology Certificate.
The Graduate School.
Awarded for the successful completion of the Teaching with Technology Curriculum & Portfolio.
May 12, 2008.

- SERVICE -

- The Pennsylvania State University, University Park, PA.
Co-Faculty/Co-Learning Partner of the Alternative Winter Break: Civil Rights – Understanding Race in Modern America.
Penn State Office of Student Activities, Service and Leadership.
Penn State Alternative Breaks, as a function of Student Activities, promotes active citizenship through education, direct community engagement, and reflection on a specific social justice topic, preparing students to return to the University and their communities and get involved on social justice issues related to the focus of the trip (following the Active Citizen Continuum approach). As a co-faculty/co-learning partner, I was responsible for transporting students to and from Selma, Alabama; control the trip's budget; ensure the safety of all participants through daily risk-management assessment and take charge in times of emergency; advise the site student leaders; assist the site student trip leaders in implementing the program's educational program and in facilitating conversations around race relations; and engage in community service projects, in collecting oral stories from foot soldiers of the Civil Rights movement, in participating in nonviolence training, and in registering people to vote. The learning objectives of this alternative winter break trip were: learn how the community of Selma has been shaped and influenced by issues of race; be able to knowledgeably speak on topics of race within the community of Selma and the larger landscape of the US; consider the effectiveness of nonviolence and direct service as part of social justice movement.
December 15-22, 2018.
- The Pennsylvania State University, University Park, PA.
Elected Member of the Department of Spanish, Italian, and Portuguese Advisory Committee.
The Advisory Committee is comprised of five faculty members, each representing one of the following areas: Spanish Peninsular literature, Latin American literature, Linguistics, Italian and Portuguese, and Multi-Year Fixed-Term Teaching Faculty. I was elected to represent the Multi-Year Fixed-Term Teaching Faculty for two years. The Advisory Committee meets as necessary and reports directly to the Department Head. The Advisory Committee's responsibilities include recommending changes, clarifying policy, and otherwise serving the Department Head in an advisory capacity on any variety of department-wide issues.
Term: September, 2018-September, 2020.

- The Pennsylvania State University, University Park, PA.

Faculty Advisor to Undergraduate Student Organization – The Bells: Ringing in Hope.

The organization has three main goals: 1) bring homelessness in State College out into the open; 2) carry out service and volunteer in the local community; 3) engage in advocacy, changing the way people talk about and approach poverty and homelessness; 4) find solutions to the systemic causes of poverty

September 17, 2018-Present.

- The Pennsylvania State University, University Park, PA.

Faculty Advisor to Undergraduate Student Organization – Queer and Trans People of Color (QTPOC).

This organization primarily serves as a safe space for queer and trans people of color at Penn State to unite and have their voices heard through discussion and activism.

August 13, 2018-Present.

- The Pennsylvania State University, University Park, PA.

Appointed Chair, Educational Equity and Campus Environment Faculty Senate Committee.

The Committee on Educational Equity and Campus Environment, in conjunction with other Senate Committees and other bodies outside of the University Faculty Senate (e.g., Commission on Racial/Ethnic Diversity), recommend policy and advises the University on activities to improve the campus environment and educational equity across the entire University at all of its campuses. The Committee initiates joint explorations and investigations with other Senate standing committees to ensure diversity and equity issues are integrated throughout Senate deliberations. It is the Senate advisory body to the Vice Provost for Educational Equity. The purview of the Committee includes but not be limited to recruitment efforts, admissions policy, housing practices, curriculum review and development, graduation demographics, student life issues and outreach as they relate to matters of equity and diversity. The Committee not only participates in the current strategic planning activities for the University but also develop and maintains an action plan for the University Faculty Senate specifically addressing the challenges as outlined in the University's diversity strategic plans.

Term: August, 2018-June 30, 2019.

- The Pennsylvania State University, University Park, PA.

Senator, University Faculty Senate.

Member, Liberal Arts Caucus of Senators.

Term: August, 2018-June 30, 2022.

- Put People First! PA, Pennsylvania.

Member of the State-wide Campaign Team.

Founded in 2012, the organization is a vehicle for poor and dispossessed people to unite across all lines of division to build a movement for human rights in Pennsylvania as part of a national and global movement of poor and dispossessed people. Put People First! PA's current focus is on its Healthcare is a Human Right campaign, having as its ultimate goal a fully funded single-payer healthcare system in Pennsylvania. The PPF Campaign Team assists the whole organization to use the Healthcare Is A Human Right Campaign to build the organization's base, develop its leaders, and build organizational power. The campaign team guides PPF yearly through a process to create and implement the organizing campaign by: 1) reflecting and planning at the Membership Assembly; 2) reviewing and co-creating each year's plan between the Membership Assembly and the Winter Strategy Retreat; 3) ratifying the upcoming year's plan at the Winter Strategy Retreat; 4) and enacting the plan, building skills along the way at Leadership institutes. Some components of the Campaign strategy that team members engage and support others to engage in include: 1) relationship building with statewide organizations and unions; 2) understanding and mapping how political and economic power works in PA, including how the healthcare industry works; 3) research and policy analysis; 4) supporting the creation of tactics like actions; and 5) legislative analysis and engagement.

July, 2018-Present.

- The Pennsylvania State University, University Park, PA.

Member, Hispanic Heritage Month Committee.

University-wide committee tasked with organizing all events around the annual Hispanic Heritage Month.

June, 2018-October, 2018.

- The Pennsylvania State University, University Park, PA.

Facilitator and Curriculum Co-Instructor of the 2018 Penn State Leadership Institute.

Penn State Office of Student Activities, Service and Leadership.

The Penn State Leadership Institute is an innovative leadership six-day leadership development experience designed for undergraduate students at University Park to foster a collaborative and engaging environment for students to grow as individuals as they develop leadership skills for positive social change. The Leadership Institute views leadership as a process, not a position. The foundation for the curriculum of the institute is pulled from both the Social Change Model (Skendall, Ostick, Komives, Wagner & Associates) and Emotional Intelligence 2.0 (Bradberry & Greaves).

May 7-12, 2018.

- The Poor People's Campaign: National Call for Moral Revival.

Co-chair of the PA Poor People's Campaign. (April, 2018-Present).

Member of the Policy Team (October, 2018-Present).

Member of the Organizing Team (October, 2018-Present).

Political Education Coordinator of the PA Poor People's Campaign. (February, 2018-Present).

Member of the Pennsylvania Coordinating Committee. (December, 2017-Present).

- The Pennsylvania State University, University Park, PA.

Member of the Committee for and Facilitator of the Global Engagement and Leadership Experience (GELE) Conference.

The Global Engagement and Leadership Experience (GELE) is a two-and-a-half-day conference that brings together international and U.S. students to discuss and learn about aspects of global leadership. It is the perfect mix of serious conversations, engaging activities, and practical simulations. There are two main purposes for GELE: It provides a space for diverse populations of international students and the diverse populations of U.S. students to talk about cultures and think through leadership through a variety of global

perspectives. Secondly, for GELE participants to positively impact the global climate at Penn State, inspiring fellow Penn Staters--future leaders--to transform themselves into globally-engaged and responsible citizens. As member of the committee, I provided input in the planning of the conference, reviewed applications, facilitated (taught in) the conference, and took part in curriculum review and writing.

Co-facilitator of the Spring 2018 University Park GELE Conference (February 23-25, 2018).

Service: January 2018-Present.

- The Pennsylvania State University, University Park, PA.

Appointed Member of the College of the Liberal Arts Undergraduate Studies Faculty Advisory Committee for Undergraduate Student Surveys.

The Faculty Advisory Committee was tasked by Dean of the College of the Liberal Arts and the Associate Dean for Undergraduate Studies to evaluate the strategies and methods employed by the CLA Undergraduate Studies Survey Research Team; to help the survey team think productively about how to make the undergraduate student survey and data collection project most useful to the faculty, staff, and students in the academic units of the College of the Liberal Arts; to share with our home units and the wider college community, as appropriate, the aims and progress of the survey process; and to make recommendations to the College in light of the foregoing.

Spring 2018.

- The Pennsylvania State University, University Park, PA.

Member of the University-Wide LGBTQA Scholarship Selection Committee.

LGBTQA Student Resource Center.

Reviewed applications for the Barry H. Marshall, Miller and LaVigne Trustee, Hunderson and Marshall Military, LGBTQA Alumni Interest Group, Masel-McClin LGBTQA, and Marc David Foundation scholarships and selected awardees amongst a large cohort of applicants.

Spring 2018.

- The Pennsylvania State University, University Park, PA.

Co-Faculty/Co-Learning Partner of the Alternative Winter Break Race Relations Trip to the Selma Center for Nonviolence, Truth, and Reconciliation.

Penn State Office of Student Activities, Service and Leadership.

Penn State Alternative Breaks, as a function of Student Activities, promotes active citizenship through education, direct community engagement, and reflection on a specific social justice topic, preparing students to return to the University and their communities and get involved on social justice issues related to the focus of the trip (following the Active Citizen Continuum approach). As a co-faculty/co-learning partner, I was responsible for transporting students to and from Selma, Alabama; control the trip's budget; ensure the safety of all participants through daily risk-management assessment and take charge in times of emergency; advise the site student leaders; assist the site student trip leaders in implementing the program's educational program and in facilitating conversations around race relations; and engage in community service projects, in collecting oral stories from foot soldiers of the Civil Rights movement, in participating in nonviolence training, and in registering people to vote. The learning objectives of this alternative winter break trip were: learn how the community of Selma has been shaped and influenced by issues of race; be able to knowledgeably speak on topics of race within the community of Selma and the larger landscape of the US; consider the effectiveness of nonviolence and direct service as part of social justice movement. Approximately 30 hours of community service were completed.

December 15-22, 2017.

- The Pennsylvania State University, University Park, PA.

Faculty Advisor to Undergraduate Student Organization - Opulence: Drag Ambassadors at Penn State.

Opulence is focused on bringing people together who are interested in the art of drag. Its mission is to explore drag culture, build a community of drag enthusiasts, have makeup and other drag-related workshops, host speakers, and plan events such as student drag shows that are inclusive of all types of drag (bioqueens, kings, queens, and more). As faculty advisor, I took an active role in advising the executive officers of the organization; meet with the organization's present on a monthly-basis; remain informed of all activities sponsored and conducted by the student organization (attending events as feasible); be knowledgeable about and adhere to University policies and procedures which pertain to student organizations and ensure that the executive officers do the same; offer guidance to the organization on goal setting, organization management, program planning, problem solving and conflict resolution, succession planning, and group evaluation.

November 22, 2017-Present.

- The Borough of State College, State College, PA.

Appointed Member of the LGBTQ Advisory Committee (August 21, 2017-Present).

Vice-Chair (January, 2018-Present).

The members of the LGBTQ Advisory Committee, appointed by the State College Borough Council, engage in outreach to the LGBTQ community to disseminate information and encourage participation and engagement in community and civic life; work collaboratively with other civic agencies whose activities affect LGBTQ communities; initiate and develop the Borough of State College's Pride event; assist the council, the mayor, and the township manager with annual Human Rights Campaign's Municipal Equality Index; issue reports and recommendations to the borough council, mayor, and township manager; provide LGBTQ cultural competency training for borough staff; provide assistance to ensure vendor equity in contracting; provide assistance to institute a visible LGBTQ-affirming/welcoming business program and training for local vendors and their employees; act as a resource for borough staff doing public involvement processes; work with borough staff to ensure that city facilities and events are accessible for people who identify outside the gender binary; work with other municipalities interested in taking part in the above activities and in advancing sexual orientation and gender identity nondiscrimination ordinances in their localities.

- The Pennsylvania State University, University Park, PA.

Member of The 33rd Annual Martin Luther King, Jr. Commemoration Planning Committee.

University-wide Committee tasked with organizing all events around the annual MLK Commemoration.

Service: September, 2017-January, 2018.

- The Pennsylvania State University, University Park, PA.

Member and Curriculum Contributor of the Steering and Curriculum Committee for Penn State's Week-Long Undergraduate Leadership Program (The Penn State Leadership Institute).

The planning committee is tasked with defining and designing the curriculum of the University's inaugural undergraduate weeklong immersive leadership experience program, utilizing a combined emotional intelligence and social change model of leadership development and concluding in student-led service projects. The curriculum's learning outcomes were: enhance awareness of and commitment to social justice and citizenship; utilize critical and reflexive thinking to assess assumptions and consider alternatives; exhibit knowledge and awareness of diversity around identities, cultures, and communities; and improve self-understanding by developing an integrated identity.

Service: August, 2017-June, 2018.

- The Pennsylvania State University, University Park, PA.

FastStart Mentor.

Penn State's Student and Young Alumni Programs of the Alumni Association.

Created in 1996, FastStart is a mentoring program for first-year, underrepresented Penn State students. As faculty mentor, I work to aid in the student's transition to Penn State and help them become aware of the resources available to them on campus, as well as learn the necessary logistics in order to succeed.

2017-2018 Academic Year (advised two mentees, one from the College of the Liberal Arts and one from the College of Engineering).

- The Pennsylvania State University, University Park, PA.

Judge of Case Competitions in the Business Opportunities Summer Session (BOSS) Program.

Penn State Smeal College of Business

June 30, 2017

- The Pennsylvania State University, University Park, PA.

Faculty Cluster Facilitator.

LeaderShape Institute.

As faculty cluster facilitator, I devoted a week to helping students develop their leadership skills, working directly with a small group of 9 participants (a family cluster) to encourage authentic dialogue and enhance learning. The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. The week-long institute is intended to produce a breakthrough in the leadership capacity of student participants—benefiting them individually, as well as their respective communities and the organizations they will go on to lead and serve in the future.

May 7-13, 2017.

- Centre County Advisory Council to the Pennsylvania Human Relations Commission.

Appointed Member (February, 2017-Present).

Social Media and Outreach Co-Coordinator (February, 2017-Present).

Secretary (May, 2018-Present).

The Pennsylvania Human Relations Commission, or PHRC, enforces state laws that prohibit discrimination: the Pennsylvania Human Relations Act, which covers discrimination in employment, housing, commercial property, education and public accommodations; and the Pennsylvania Fair Educational Opportunities Act, which is specific to postsecondary education and secondary vocational and trade schools.

In general, PA law prohibits discrimination based on race; color; religious creed; ancestry; age (40 and over); sex; national origin; familial status (only in housing); handicap or disability and the use, handling or training of support or guide animals for disability. Retaliation for filing a complaint, opposing unlawful behavior or assisting investigations is also illegal.

PHRC investigates employment discrimination complaints on behalf of the U.S. Equal Employment Opportunity Commission, or EEOC, and housing discrimination complaints on behalf of the U.S. Department of Housing and Urban Development, or HUD.

These partnerships protect the rights of complainants under both state and federal law.

The law also empowers the commission to educate the public in order to prevent discrimination and foster equal opportunity; and to address incidents of bias that may lead to tension between racial, ethnic and other groups.

Members of the PHRC Advisor Councils serve as liaisons in their communities and work to raise public awareness of civil rights issues. The PHRC Advisory Councils were created to extend the commission's ability to reach out to local communities to promote a better understanding of what the agency services include and to create partnerships at the local level. Some advisory councils hold civil rights award programs, forums and educational sessions on discrimination in employment, housing, public accommodation and education. Additionally, they may provide assistance with forming strategies in addressing problems at the local level.

- AIDS Resource Alliance, Inc.

Member of The Board of Directors (February, 2017-Present).

Director of Strategic Planning (August, 2017-Present).

Member of the Nominating Subcommittee (February, 2018-Present).

AIDS Resource is nonprofit organization whose mission consists of providing culturally sensitive support to people infected with and affected by HIV/AIDS and to prevent further infection through education and outreach programs. The organization serves Lycoming, Snyder, Union, Clinton, Centre and Potter Counties in Pennsylvania. The members of the Board of Directors are empowered to conduct the business of the organization, including but not limited to strategic planning, developing and approving policy, assuring sound fiscal management, fundraising, handling client grievances, hiring the Executive Director, and when the circumstances require, termination and replacement of the Executive Director.

Service: February, 2017-Present.

- West House, Inc.

President and Member of The Board of Directors (February, 2017-May, 2018).

President and Member of the Executive Committee (February, 2017-May, 2018).

Director of Strategic Planning (August, 2017-May, 2018).

West House is a non-profit, fully-licensed 18-bed personal care home located in Williamsport, PA with the mission of creating a home-like environment dedicated to enriching quality of life and upholding personal dignity by providing compassionate resident-centered care. West House is an alternative to nursing home care for those individuals who are not completely independent but in need of some

additional assistance. West House does not discriminate for any reason, including the ability to pay, sexual orientation and gender identity, and AIDS/HIV status. The members of the Board of Directors are empowered to conduct the business of the organization, including but not limited to strategic planning, developing and approving policy, assuring sound fiscal management, fundraising, handling resident grievances, hiring the Administrator, and when the circumstances require, termination and replacement of the Administrator. As President of the Board of Directors, I am responsible for calling and presiding over business meetings of the Board; calling and presiding over Executive Committee and other special meetings; appointing committee chairpersons, ad-hoc committees, and task forces; serving as ex-officio of all committees; and chairing the Personnel Committee.

- The Pennsylvania State University, University Park, PA.

Member of The College of the Liberal Arts Committee on Diversity, Inclusion, and Transformation.

The committee is charged with advising the Dean of the College of the Liberal Arts on policies, initiatives, and procedures related to issues of diversity and inclusion.

Service: February, 2017-Present.

- The Pennsylvania State University, University Park, PA.

Member of the Ad-hoc University Climate Assessment for Diversity Group.

The Ad-hoc University Climate Assessment for Diversity Committee works on climate survey issues and concerns around diversity matters.

December, 2016-June 30, 2017.

- The Pennsylvania State University, University Park, PA.

Founding Member/Partner of Diversity, Inclusion, and Performing Arts Collaborative Initiative (Arts and Inclusion Committee).

University-wide All In collaborative initiative in which I work with colleagues to leverage the performing arts as an agent of change to promote diversity, equity and inclusion at Penn State and embed arts programming within university courses.

In addition to identifying areas for embedding performing arts events into Sexuality and Gender Studies Minor, Spanish, and Portuguese courses, I co-facilitated a discussion with the Penn State Alumni Association Staff related to LGBTQ issues in *Rent* on April 7, 2017.

Service: September, 2016-Present.

- The Pennsylvania State University, University Park, PA.

Member of The 32nd Annual Martin Luther King, Jr. Commemoration Planning Committee.

University-wide Committee tasked with organizing all events around the annual MLK Commemoration.

Service: September, 2016-January, 2017.

- The Pennsylvania State University, University Park, PA.

Member of The "We Are All In" Diversity and Inclusion Planning Committee.

Appointed by Dr. Whitehurst, Vice Provost for Educational Equity.

University-wide Committee tasked with the organization and coordination of activities and initiatives cultivating a diverse and inclusive environment at Penn State.

Service: August, 2016-June 30, 2017.

- The Pennsylvania State University, University Park, PA.

Appointed Member of The Diversity Memorial Committee.

Appointed by President Eric Barron.

University-wide committee charged by President Barron to develop recommendations for a comprehensive commemorative that celebrates Penn State's history of and aspiration to diversity and inclusion across the many facets of the University.

Service: June 13, 2016-May 9, 2017.

- The Pennsylvania State University, University Park, PA.

Appointed Chair of the Spanish, Italian, and Portuguese Professional Development Committee (June 1, 2016-June 30, 2018).

Appointed Member of The Spanish, Italian, and Portuguese Professional Development Committee (August 12, 2014-2018).

Department of Spanish, Italian, and Portuguese.

Appointed by the Head of the Department of Spanish, Italian, and Portuguese (five-member, inaugural standing committee).

Charged with the organization and offering of professional development opportunities to the Department's faculty and graduate students, to set up and administer the Superior Teaching Enrichment Program (STEP) Grant, as well as to foster a spirit of collegiality amongst the Department's teaching cohort. During the 2014-2015 academic year, I named the STEP grant and authored its grant proposal form and guidelines; organized a workshop on the teaching of culture in the L2; set up and co-administered the Committee's Facebook and ANGEL web page; co-organized a lecture on supporting academically diverse learners in and outside of the classroom, as well as a lecture and viewing of Goya's *Caprichos*; assisted in reviewing STEP grant applications and deciding on recipients and fund allocations; and helped make ACTFL resources accessible to all of our SIP instructors. During the 2015-2016 academic year, I aided in organizing the 2015 STEP Grant Awardees workshop presentations and other workshops on such topics as digital storytelling in the foreign language classroom, designing and using effective rubrics, and assisting students with foreign language learning disabilities. I also participated in the review of the 2016 STEP grant applications, while continuing to make ACTFL resources accessible to all of our SIP instructors. During the 2016-2017 academic year, as chair I oversaw the committee's use of its approximately \$8,000 budget and the work of its 4 committee members, set the agenda, presided over meetings, and directed the committee's initiatives. We organized a four-day ACTFL OPI familiarization seminar, the 2016 STEP Grant Awardees workshop presentations, and executed other workshops on such topics as classroom assessment techniques, creating effective exams, and using the new Canvas learning management system. I also continued to make ACTFL resources accessible to all of our SIP instructors.

- The Pennsylvania State University, University Park, PA.

The Office of the President and the Office of the Vice Provost for Educational Equity.

The Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity (CLGBTQE).

University-wide, Presidential Service.

Appointed Member (Faculty) of the CLGBTQE.

Appointed by President Eric Barron on April 30, 2015.
Service: July 1, 2015-June 30, 2018.

Affiliate Member (Faculty) of the CLGBTQE.

Service: August 8, 2014-June 30, 2015.

Created in 1991, the Commission on LGBTQ Equity is an advisory group to the President of The Pennsylvania State University. The purpose of the Commission is to improve the climate for diversity within Penn State by specifically addressing issues affecting the welfare of LGBTQ members of the University community. The Commission serves to improve the climate for LGBTQ members of the Penn State Community through examination of current policies and practices and through the initiation and promotion of programs which will result in a more equitable and supportive environment. The scope and depth of the Commission's work reaches every college, campus, and academic support unit in the University. CLGBTQE plays an active part in University-wide public advocacy, institutional workforce development (recruitment, retention, and succession), as well as institutional planning and assessment. The Commission carries out its work through task forces, ad-hoc committees, and its seven standing committees (the Executive Committee, the Curricular Integration Committee, the Employee Concerns Committee, the Student Concerns Committee, the Transgender Concerns Committee, the Communications and OUTreach Committee, and its Membership Committee).

Chair of the CLGBTQE.

As chair, I was the presiding officer of the CLGBTQE, supervised its +50 members and affiliates across the Commonwealth, set and directed the initiatives of the Commission's seven standing committees and its various task forces/ad-hoc committees, provided strategic analysis and planning, crafted and reviewed policy, and handled the "front-facing" commitments of the Commission. My duties as the chair also included to plan and preside over all monthly Full Commission and Executive Committee meetings; to take part in searches for executive-level hiring; to meet with the President and members of the President's Council as needed to address matters of LGBTQ equity and inclusion; to sit on university-wide committees; to have general and active management of the business of the CLGBTQE; to see to it that all orders and resolutions of the membership are carried into effect; to respond to and initiate communications with the Office of the Vice Provost for Educational Equity, the Office of the President, and with any external constituencies on behalf of the CLGBTQE; to serve, ex officio, on all committees or to appoint a delegate to do so; and to perform all duties and exercise all authority usually associated with the office of chair or prescribed by the membership.

As CLGBTQE Chair, I participated in the Assistant Vice Provost for Educational Equity Search (Fall 2016), the Vice Provost for Faculty Affairs Search (Summer 2017), the Associate Vice President for Affirmative Action Search (Fall 2017), the Assistant Vice Provost for Faculty Affairs-Human Resources (Fall 2017), the Vice President for Human Resources (Spring 2018), and the Director for the Millennium Scholars Program (Spring 2018).

Service: July 1, 2016-June 30, 2018.

Director and Member of LGBTQ Health Care Task Force of the CLGBTQE.

University-wide Task Force.

In the LGBTQ Health Care Task Force, I worked with colleagues to address disparities in LGBTQ health care by advocating for a plethora of policy and educational initiatives, encourage a more thorough training for current and future doctors and nurses in LGBTQ cultural competency and health care, and advance SOGI data collection and analysis for improved health outcomes.

December, 2016-June 30, 2017.

Ex-Officio Member of the Ad-Hoc Bylaws Committee of the CLGBTQE.

With other commission colleagues, I edited, formatted, and (re)structured the Commission's bylaws; incorporating approved revisions and amendments; and promoting additional amendments as needed.

December, 2016-May 30, 2017.

Director and Member of the Legal and Strategic Response Task Force of the CLGBTQE.

University-wide Task Force.

In the Legal and Strategic Response Task Force, I worked with colleagues to monitor the changing political landscape, review laws and policies affecting LGBTQ individuals and families, and draft necessary recommendations to senior University administration and Centre County community leaders and policies to safeguard Penn State LGBTQ employees and students across the Commonwealth.

November, 2016-June 30, 2017.

CLGBTQE Liaison to the University-wide Vendor Equity Task Force.

University-wide Task Force.

Assembled in 2014 to review the University's purchasing and contracting to ensure they uphold the University's principles of social equity, the task force also has a goal of growing the number of suppliers and promoting more opportunities for businesses owned by underrepresented populations.

Service: July 1, 2016-June 30, 2018.

Co-Chair Elect of the CLGBTQE.

During the year that I served as the co-chair elect, I assumed the duties of chair when that officer was absent and performed the duties appropriate to that office. I was also responsible for taking notes at all meetings in order to adequately prepare for the pace and processes that would be needed for my year as co-chair. I also worked with Educational Equity staff to ensure that documents and records of the CLGBTQE shall be housed on its behalf in the Office of the Vice Provost for Educational Equity and made accessible according to the general policy relating to records and archives of the University.

As CLGBTQE Co-chair elect, I served on the Educational Equity Diversity Analyst Search Committee for 2 Diversity Analyst Positions (Spring 2016).

July 1, 2015-June 30, 2016.

Member of Joint Commissions Committee.

University-wide Committee.

The advisory bodies to the Pennsylvania State University President, the Commission on Racial and Ethnic Diversity; the Commission on Lesbian, Gay, Bisexual, Transgender, and Queer Equity; and the Commission for Women collaborate on common equity issues as they arise and meet monthly to discuss areas of common interest and concern. Composed of the past chairs, chairs, and chairs-elect of each of the three President's Commissions for Equity, the Joint Commissions' cooperate on intersectional advocacy and policy matters.

Service: July 1, 2015-June 30, 2019.

Director and Member of the Joint Commission Committee's Intercommission Subcommittee on Mentorship.

University-wide working group tasked with defining a university-wide mentorship program at Penn State and the formulation of a SEED Grant RFP, aiming to create a full-time position in the Office of Human Resources that would direct the mentorship program.

March, 2018-September, 2018.

Member of The Executive Committee of the CLGBTQE.

University-wide Committee.

The Executive Committee coordinates the activities of the CLGBTQE and its committees, it acts for the CLGBTQE in the interim between meetings, it votes on the acceptance of new members, and it exercises budgetary responsibility for the CLGBTQE. As member of this committee, I also took part in the Commission's annual Commonwealth campus visits, and reported as Curricular Integration Chair, Co-chair elect, and Chair to President Barron.

Service: October 7, 2014-June 30, 2019.

Chair, Member, and Ex-Officio Member of The Curricular Integration Committee of the CLGBTQE.

University-wide Committee.

This standing committee strives to enhance the teaching and learning environment pertaining to lesbian, gay, bisexual, transgender, and queer issues at all Penn State campuses. As chair of this committee, my responsibilities included working with various University units to promote a minor for LGBTQ studies; helping to recruit current faculty who want to develop courses; sponsoring or co-sponsoring forums or workshops to discuss current research/issues in the area of LGBTQ studies; taking part in speaker engagements and fund allocations for the LGBTQ lecture series; and maintaining, updating, and disseminating a list of LGBTQ related courses. I worked closely with the Director of the Sexuality and Gender Studies minor, the Director and Assistant-Director of the LGBTQ Student Resource Center, and the Head of the Women's, Gender, and Sexuality Studies Department in advancing LGBTQ education, research, and instruction.

During my tenure as chair and later as senior member of this committee, I labored on the following initiatives:

- 1) Worked on a plethora of policy, fundraising, advertisement, and course development and accessibility initiatives related to The Sexuality and Gender Studies Minor. In conjunction with the University Registrar, assessed sexuality and gender courses offered across all Penn State.
- 2) Cooperated with various LGBTQ campus groups and the LGBTQ Student Resource Center in finding opportunities for speaker and event co-sponsorships: The effort to find opportunities for educational co-sponsorships led to the speaking engagement of PA House Representative Brian Sims for University Park's Pride Week and the CLGBTQE's Spring Open House, held on Tuesday, March 24, 2015. He spoke about his political career as a member of the LGBTQ community and on the importance of the PA Nondiscrimination Bills to our undergraduate and graduate students, faculty, and staff. I also assisted the Director of the Sexuality and Gender Studies minor and the Director of the LGBTQ Student Resource Center in deciding the Fall 2015 and Spring 2016 speaker engagements and fund allocations for The Pennsylvania State University LGBTQ lecture series.
- 3) Promoted the creation of LGBTQ @ Penn State, a portal and educational HUB: I endorsed the idea of creating an attractive and relevant portal to showcase all of Penn State's LGBTQ groups, resources, and research and to provide news feeds on local, state, and federal LGBTQ matters. Additionally, this site would serve as an educational HUB for the delivery and archiving of educational events and materials, as well as a means of promoting knowledge and informed debate on current LGBTQ issues. I crafted a strategic plan that outlined the objectives and the different components of the site. The site was rolled out in Fall 2016.
- 4) Created an LGBTQ Academic Achievement Award: I created an academic achievement award, to be given along with the Service Recognition Awards during the Lavender Graduation. It seeks the nominations of meritorious LGBT faculty and students within the University community who have shown outstanding achievement in the areas of research, teaching, or academic coursework. The award prioritizes the recognition of LGBTQ-focused research and instruction and distinguished Sexuality and Gender Studies Minor Students, but could also acknowledge the achievements of LGBTQ people in any area of research, teaching, and student scholastic engagement. The award serves as a way of raising the profile of those in the Penn State LGBTQ community that have excelled in their chosen academic field and as means of incentivizing LGBTQ research and education. Likewise, it strives to recognize Sexuality and Gender Studies Minor Students' efforts and acts as a form of advertisement for the SGS Minor.
- 5) Authored and collaborated with the LGBTQ Student Resource Center Director and Assistant Director in the organization of a Maymester pilot service-learning course for LGBTQ students, BBH 297A: LGBTQ Movements and Advocacy. The course focuses on the topics of service, politics, and community organization. It is a Sexuality and Gender Studies minor-approved course and was opened to all Penn State students (from all 24 campuses). Students would spend a week at

University Park campus studying the history, politics, and evolution of the LGBT movement and then would travel to Washington, D.C, so as to learn about the plethora of LGBTQ NGOs and political-action groups that are located in our nation's capital and acquire direct experience in the areas of advocacy, activism, and leadership.

- 6) Co-organized an interdisciplinary LGBTQ academic Symposium, held on April 22 2015.
- 7) Worked on advancing benchmarking LGBTQ-related research lines, comparing Penn State to its peers.
- 8) Advocated for the development of tenure-track faculty positions focused on LGBTQ research and scholarship.

Service as Chair: October 7, 2014-June 30, 2015.

Service as Member: October 7, 2014-June 30, 2016.

Service as Ex-Officio Member: July 1, 2016-June 30, 2018.

CLGBTQE Liaison to the Coalition on Sexual Orientation and Gender Identity (CSOGI).

Member of the CSOGI Advisory Committee (June, 2017-June, 2018).

Member of the CSOGI Grant Review Committee (June, 2015-June, 2018).

Member of the CSOGI Planning Committee (June, 2015-June, 2017).

University-wide Coalition and Committees.

As recommended by the August 2012 Educational Equity and Campus Environment Faculty Senate Committee report on LGBTQ Resources for Students at The Pennsylvania State University and with the President's subsequent support, I worked with CLGBTQE colleagues and with the Office of the Vice President for Commonwealth Campuses, the Office of the Vice President for Student Affairs, and the LGBTQA Student Resource Center to continue implementing the recommendation that a network of liaisons for LGBT concerns and resources be established at every Penn State Campus. Concretely, CSOGI is a newly created network of faculty and staff across the Commonwealth of Pennsylvania to build capacity through increased professional development and training, shared resources, and coordinated efforts. The purpose of the CSOGI is to leverage University resources to assist campuses in providing support for LGBTQ students through programming, education, and visibility. The primary functions of the Coalition include: 1) Provide leadership and support for building and maintaining campus LGBTQ communities, promoting the academic and personal growth of LGBTQ students, and offering programs that both support the LGBTQ community and educate the campus about sexual orientation and gender identity and expression. 2) Provide professional development opportunities and increase understanding among faculty and staff regarding sexual orientation and gender identity and expression and ways in which they can support and advocate on behalf of the LGBTQ community. 3) Encourage and support additional efforts through advocacy, grants, and collaboration and block booking information for educational speakers. 4) Increase visibility and resources on Penn State campuses through developing a common web presence, partnering with Penn State libraries for displays, advocating for bulletin boards and/or displaying the rainbow flag, and providing resources such as additional books and movies. 5) Coordinate a grant and block-booking program to facilitate and support campus-wide programming for events such as National Coming Out Week and Pride Month. 6) Explore additional initiatives through the Coalition such as the sustainability of LGBTQ-related student organizations, the assessment of campus climate, and the establishment of safe spaces on campuses. While the focus of these efforts is geared toward the student community, the establishment of these resources will also support the LGBTQ faculty and staff on the campuses. I also served on the CSOGI Grant Review Committee, evaluating university-wide, commonwealth campuses' funding requests.

Chair of The Membership Committee of the CLGBTQE (July, 2017-June, 2018).

Member of The Membership Committee of the CLGBTQE.

Membership Review and Selection Sub-Committee.

The Awards Sub-Committee.

University-wide Committees.

In the Membership Review and Selection Sub-committee, I collaborated with the Educational Equity office and its other Commissions to set the calendar for the electronic application process for membership, and align documents and web page wording as necessary. The committee compiles a slate of nominees for any necessary elections, keeps an up-to-date list of potential positions and nominations received, and periodically notifies the chair of inactive members who need to be contacted. In the Awards Sub-Committee, I worked with colleagues in selecting from nominations received for the Outstanding Service Awards and the Academic Achievement Award.

Service: 2015-2018.

- The Pennsylvania State University, University Park, PA.

Equity Action Resource Team: Diversity Search Committee Liaison (Faculty).

Added to the University's official list of 100 liaisons by Dr. Marcus Whitehurst, Vice Provost for Educational Equity.

In concert with the Office of the Vice Provost for Educational Equity, The Offices for Humans Resources, and the Office for Affirmative Action, when requested, assisted with identifying and recruiting diverse applicants for positions across the university.

Service: October 11, 2015-Present.

- The Pennsylvania State University, University Park, PA.

Faculty Member of the Penn State LGBTQA Safe Zone program.

I make myself available to the Penn State LGBTQ undergraduate and graduate students, serving as a resource and giving support and assistance as needed.

January 21, 2014-Present.

- The Pennsylvania State University, University Park, PA.

Coordination of VoiceThread and Prezi Workshops.

The Department of Spanish, Italian, and Portuguese.

Organized the department's first technology workshops for Faculty and Graduate Students.

Summer 2013 (for Fall 2013).

- The Pennsylvania State University, University Park, PA.

Treasurer.

The Department of Spanish, Italian, and Portuguese.

The Spanish, Italian, and Portuguese Graduate Student Association.

Responsible for maintaining all financial records, collections and disbursement of funds, and for the preparation of financial reports. Entrusted with investigating possible sources of funding and for bringing these sources to the attention of the SIP Graduate Student Association.

Fall Semester, 2008.

- The University of Dallas, Irving, TX.

President.

The Orpheion Society.

The Orpheion Society put on plays, readings, and symposia for the benefit and enrichment of the University of Dallas student body and faculty. Directed and assisted in the programming of events; acted as liaison between the society and the faculty advisor, as well as the University of Dallas Student Government; and headed internal meetings.

Spring Semester, 2005-Spring Semester, 2006.

- The University of Dallas, Irving, TX.

Vice-President.

The Spanish Club.

Co-organized cultural events for the benefit and enrichment of members of the club and the entire University of Dallas student body and faculty.

Fall Semester, 2005-Spring Semester, 2006.

- The University of Dallas, Irving, TX.

Editor and President.

University Scholar.

One of 4 editors of the scholarly section of the *University Scholar*, a publication sponsored by the University of Dallas English Department and Phi Beta Kappa. Editor from Fall Semester, 2005 till Fall Semester, 2006.

As President, I dealt with funding, administrative tasks, and was liaison between the editorial board and the University of Dallas Student Government during Fall Semester, 2006.
