

February 2025

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EDUCATION

- 2008 Ph.D. in Spanish Applied Linguistics, Georgetown University
Dissertation title: “The Facilitative Effects of the Acquisition of one Linguistic Structure on a Second: Pedagogical Implications of the Competition Model” [Dissertation Director: Dr. Cristina Sanz]
- 2005 Completed coursework for Ph.D. in Spanish Theoretical Linguistics (Syntax and Semantics), Georgetown University
- 2003 M.S. in Spanish Linguistics, Georgetown University
Comprehensive exam areas: Syntax, Semantics, History/Dialectology, Applied Linguistics/Second Language Acquisition
- 1998 B.A. in Spanish and Art Studio with concentrations in Drawing and Painting
Minor: Business Studies (Microeconomics, Macroeconomics, Financial Accounting, Managerial Accounting, Organizational Behavior, and Marketing), State University of New York at Geneseo, Graduated *cum laude* (Major GPA: 3.8)

PROFESSIONAL INTERESTS

Applied Linguistics/ Second Language Acquisition

- Individual differences and Universal Design for Learning
- Computer-assisted language learning (CALL)
- Corrective feedback

Theoretical Linguistics

- Syntax
- Semantics

TEACHING AND COORDINATION EXPERIENCE

Bryn Mawr College:

- Senior Lecturer and Language Program Coordinator, Fall 2016-present
- Lecturer and Language Program Coordinator, Fall 2008-Summer 2016

Georgetown University:

- Spanish Teaching Associate (2/2 teaching load), Fall 2001-Summer 2008

COURSES TAUGHT

Courses Taught at Bryn Mawr College (Fall 2008-present):

Spanish 001: Beginning Spanish I
Spanish 002: Beginning Spanish II
Spanish 100: Basic Intermediate Spanish
Spanish 101: Intermediate Spanish
Spanish 101: Intermediate Spanish I
Spanish 102: Intermediate Spanish II
Spanish 102: Advanced Language Through Culture
Spanish 105: Intensive Intermediate Spanish
Spanish 216: *Introducción a la lingüística hispánica*

Courses Taught at Georgetown University (Fall 2001-Summer 2008):

Spanish 001: Beginning Spanish
Spanish 003: Introductory Spanish I
Spanish 011: Intensive Basic Spanish
Spanish 004: Introductory Spanish II
Spanish 101: Intermediate Spanish I

ACADEMIC AND TEACHING AWARDS

- Full Graduate Scholarship, Georgetown University (2001-2008)
- Walter D. Wightman International Rotary Award (undergraduate scholarship)
- AP Scholar with Honor Award
- Letters from Director for outstanding teaching evaluations, Georgetown University
- Sigma Delta Pi (Spanish honor society)
- Phi Sigma Iota (foreign language honor society)
- Golden Key International Honor Society
- Dean's List, State University of New York (SUNY) at Geneseo
- Invited to conduct tutor training based on former student recommendations, Bryn Mawr College (2024)

OTHER PROFESSIONAL ACTIVITIES AND SERVICE

Service to the Spanish Department at Bryn Mawr College

- Coordinate beginning through advanced intermediate Spanish (SPAN 001: Beginning Spanish I, SPAN 002: Beginning Spanish II, SPAN 100: Basic Intermediate Spanish, SPAN 101: Intermediate Spanish, SPAN 102: Advanced Language Through Culture), Fall 2008-present
 - Prepare shared syllabus for levels taught
 - Coordinate with professors and TAs
- Assist with scheduling and the preparation of departmental assessment documents, 2010-present
- In charge of Spanish placement, Summer 2010-present
 - Update calibrations and resolve technical issues with the test

- Meet with Program Assistant to update placement page on Spanish Department website and revise appropriate electronic forms
- Meet with Dean's Office to discuss placement updates and coordinate yearly webinars for incoming students
- Review students' language background questionnaires
- E-mail students to request essays or modify placement and respond to placement-related e-mails
- Evaluate essays requested for those placing in advanced levels
- Compile results, forecast enrollments, and prepare spreadsheet for Registrar's Office and documents for Academic Fair
- Attend the Academic Fair and meet with students with placement questions
- Interview students to determine advanced placements
- Resolve scheduling and enrollment issues
- Supervise Spanish Language Teaching Assistants (Fall 2008-present)
 - Prepare materials for yearly TA Pre-Employment Workshop
 - Coordinate planning of workshop
 - Select TAs during workshop and prepare schedules
 - Mentor TAs during weekly individual or group meetings
 - Assist with the creation and editing of lesson plans and activities
 - Conduct lesson observations and evaluations and provide feedback
 - Prepare documents for annual TA budgeting
 - Monitor time sheets to ensure the budget is respected
 - Created a special weekly TA session for heritage speakers
- Coordinate the weekly Spanish language table and film screenings
- Responsible for textbook adoptions and orders
- Create materials for courses without textbooks
- Orient new instructors to the Spanish Department
- Served as second reader on senior thesis committee (Meghna Patny: *Translingüando hacia una educación equitativa*, recipient of the Hester Ann Corner Prize in a Foreign Language)

Other Service to Bryn Mawr College

- Serve on Faculty Undergraduate Admissions Committee (AY 2022-present); Chair of Undergraduate Admissions Committee (AY 2023; AY 2024)
- Serve on the Advisory Council of the Faculty (AY 2023; AY 2024)
- Served as Co-Chair of Optimal Enrollment Working Group of the President's Office College Strategic Plan Project (2022-2023)
 - Attended and led weekly meetings
 - Conducted student focus group and faculty listening sessions
 - Presented at Community Town Hall
 - Assisted in the creation of the working group's final report
- Attend Student Experience meetings with faculty, students, senior staff, and trustees
- Attend Academic Affairs meetings with faculty, senior staff, and trustees
- Participate in selection of visiting faculty and served on search committees for the following:
 - Spanish Department

- Tenure-track position, 2024
 - Tenure-track position, 2023
 - Tenure-track position, 2013
- Director of Data Science, 2021
- Director of Access Services, 2013 and 2024-2025
- Assistant Director of Access Services (as member of ALC), 2022, 2023 and 2024
- Assistive Technology Specialist (as faculty interviewing member), 2020
- Associate Dean of Equity, Inclusion and Community Life (as faculty interviewing member), 2019
- Languages Academic Administrative Assistant, 2024
- French Department (continuing non-tenure track position), 2012
- Italian Department (one-year interim lecturer position), 2009
- Serve as faculty member of the Accessibility Leadership Committee (organized by Access Services Director), 2014 to present
 - Attend meetings to improve accessibility on campus
 - Prepare documents with the Committee, including accessibility policies and UDL guidelines
 - Participate in interviewing of new staff members
 - Present on accessibility issues during faculty meetings
- Human Subjects Departmental Reviewer, 2014-present
- Assist the Dean's Office with the following:
 - Webinars for incoming students: 2020-present
 - First-year experience faculty panel for THRIVE, 2019
 - Major exploration workshop, 2017
 - Instructional materials for New Student Orientation, 2014-present
 - Fulbright interviews, 2012
- Language Tutor Liaison, 2014-present
 - Coordinate tutor recommendations for SPAN 001, 002, 100, 101, and 102
 - Attend yearly meetings
 - Provide trainings
- Faculty Mentor Program: 2008 as a mentee, 2018-present as mentor
- Served as guest faculty member for roundtable at New Faculty Orientation, 2012 and 2024
- Translate undergraduate and graduate Convocation and Commencement documents into Spanish for the College, 2018-present
- Conducted Senior Exit Interviews, 2018 and 2019
- Served on language pedagogy subcommittee of Curricular Renewal Work Group, 2009

VISUAL AIDS AND GAMES CREATED FOR LANGUAGE, LINGUISTICS, AND QUANTITATIVE SKILL BUILDING (PARTIAL LIST)

- 1) *Gustar the Visual Way: The Gustar Cone*
- 2) *Gustar-Like Verbs: The Two Agreements*
- 3) *The Gustar Butterfly*
- 4) *Gustar-Like Verbs: The Messy Bedroom*
- 5) *Gustar Bookends*

- 6) *Household Chores and Gustar-like Verb Constructions*
- 7) *Gustar-like Verbs or Reflexives?*
- 8) *Accidental Se the Visual Way: Revisiting the Gustar Cone*
- 9) *First, Second, and Third Person the Visual Way*
- 10) *Subject Pronouns the Visual Way*
- 11) *Yo vs. tú the Visual Way*
- 12) *Tú vs Ud. the Visual Way*
- 13) *Ud. vs. él/ella/elle the Visual Way*
- 14) *Uds. vs. vosotros/as the Visual Way*
- 15) *Subject Pronouns: Plural Forms: nosotros/as, vosotros/as, ellos/as and Uds.*
- 16) *Null Subjects the Visual Way*
- 17) *Subject Pronoun Emphasis the Visual Way*
- 18) *Reflexive Pronoun Emphasis the Visual Way*
- 19) *Negative Expressions the Visual Way*
- 20) *Indefinite Expressions the Visual Way*
- 21) *Possessives the Visual Way*
- 22) *Stressed Possessives the Visual Way*
- 23) *Prepositional Pronouns the Visual Way*
- 24) *Indirect Object Pronouns the Visual Way*
- 25) *Indirect Object Puzzles*
- 26) *Direct Object Pronouns the Visual Way*
- 27) *Direct Object Pronoun Puzzles*
- 28) *The Object-Verb-Subject Word Order Butterfly*
- 29) *Double Object Pronouns the Visual Way*
- 30) *Double Object Pronoun Puzzles*
- 31) *Reflexive, Indirect Object, and Direct Object Pronoun Placement the Visual Way*
- 32) *In the Gallery: An Object Pronoun Game*
- 33) *Object Pronouns Unfold*
- 34) *Saying 'I Love You': A Look at Object Pronouns*
- 35) *Infinitives the Visual Way: The Infinitive Egg*
- 36) *Conjugating the Visual Way: Cracking the Code (Egg)*
- 37) *Infinitival Constructions the Visual Way*
- 38) *Infinitives after Prepositions the Visual Way*
- 39) *The Intelligent Owl: A Sentence Formation Tool*
- 40) *The Adventurous Bird: A Sentence Formation Tool*
- 41) *Affirmative Commands the Visual Way: The Command Triangle*
- 42) *Affirmative Commands the Visual Way: The Command Star*
- 43) *Affirmative Command Soap Bubbles*
- 44) *Negative Commands the Visual Way: The Command Star*
- 45) *The Affirmative Command Flower*
- 46) *The Negative Command Butterfly*
- 47) *The Negative Command Crab*
- 48) *The Negative Command Scissors*
- 49) *Six: Commands with Pronouns the Visual Way*

- 50) *Command Math*
- 51) *Portrait Drawing with Commands*
- 52) *Commands for a Language Class: Listening Comprehension*
- 53) *Comparisons of Equality the Visual Way: The Simple Math of Tan and Tanto*
- 54) *Comparisons the Visual Way: The Eagle and the Hummingbird*
- 55) *Subjunctive, Indicative, and Infinitival Trees*
- 56) *Indicative SPACE*
- 57) *The Subjunctive the Visual Way: Noun Clauses*
- 58) *The Indicative the Visual Way: Noun Clauses*
- 59) *The Subjunctive Dog and Noun Clauses*
- 60) *The Indicative Dog and Noun Clauses*
- 61) *Weak and Strong Assertions the Visual Way*
- 62) *The Indicative Dog and Assertions*
- 63) *Assertion Paper Dolls*
- 64) *Weak and Strong Expressions of Doubt and Denial the Visual Way*
- 65) *The Subjunctive Dog and Expressions of Doubt and Denial*
- 66) *The Indicative Dog Dreams*
- 67) *Impersonal Expressions the Visual Way*
- 68) *Expressions of Clarity the Visual Way: The VOCES Diamond*
- 69) *The Subjunctive the Visual Way: Adjectival Clauses*
- 70) *The Indicative the Visual Way: Adjectival Clauses*
- 71) *The Subjunctive Dog and Adjectival Clauses*
- 72) *The Indicative Dog and Adjectival Clauses*
- 73) *The Adjectival Clause Traffic Light*
- 74) *The Subjunctive the Visual Way: Adverbial Clauses*
- 75) *The Indicative the Visual Way: Adverbial Clauses*
- 76) *The Subjunctive Dog and Adverbial Clauses*
- 77) *The Indicative Dog and Adverbial Clauses*
- 78) *Indicative vs. Subjunctive Hearts: Noun, Adjectival, and Adverbial Clauses*
- 79) *The Indicative Lobster*
- 80) *The Subjunctive Lobster*
- 81) *Infinitive or Subjunctive the Visual Way*
- 82) *The Subjunctive, Indicative or Infinitive Gumball Machine*
- 83) *Picture Grid Subjunctive/Indicative Practice*
- 84) *Spanish Subjunctive Stem-Changers the Visual Way*
- 85) *The Progressive vs. the Perfect the Visual Way*
- 86) *The Progressive Bee*
- 87) *The Perfect Bee*
- 88) *Reflexives the Visual Way*
- 89) *Reflexive Conjugations the Visual Way*
- 90) *Reflexives vs. Nonreflexives the Visual Way*
- 91) *Reflexives vs. Reciprocals the Visual Way*
- 92) *Routine Reflexives the Visual Way*
- 93) *Emotion Reflexives the Visual Way*

- 94) *Invisible Reflexives the Visual Way*
- 95) *Meaning-Changing Reflexives the Visual Way*
- 96) *Invented" Reflexives the Visual Way*
- 97) *Reflexive Tulips*
- 98) *Reflexive Pronoun Puzzles*
- 99) *Reciprocals the Visual Way*
- 100) *Reciprocal Pronoun Emphasis the Visual Way*
- 101) *I See You, You See Me, We See Each Other*
- 102) *Reciprocals or Together?*
- 103) *Reciprocals: A Healthy Relationship?*
- 104) *Por and Para: a Guided Inductive Approach*
- 105) *Por and Para Dice*
- 106) *Finding Por and Para*
- 107) *Picture Grid Por/Para Practice*
- 108) *Ser and Estar: a Guided Inductive Approach*
- 109) *Finding Ser and Estar*
- 110) *Picture Grid Ser/Estar Practice*
- 111) *Two: Picture Grid Video Games for Language Learning and More*
- 112) *Gender and Number Agreement Unfolds*
- 113) *Agreement Drop-Down Exercises*
- 114) *Relative Clauses the Visual Way I*
- 115) *Relative Clauses the Visual Way II*
- 116) *Weather Vocabulary the Visual Way*
- 117) *Emotions the Visual Way*
- 118) *Emotional Dogs and Frogs: Vocabulary Builder*
- 119) *Large Numbers the Visual Way*
- 120) *Telling Time vs. Reporting the Time of an Activity the Visual Way*
- 121) *Here, There, and Over There the Visual Way*
- 122) *Demonstratives the Visual Way*
- 123) *The 'Hace/hacía que' Kite*
- 124) *The 'Desde hace/desde hacía' Kite*
- 125) *Preterit Irregulars the Visual Way*
- 126) *Preterit Stem-changers the Visual Way*
- 127) *Preterit Stem-changer Sheep*
- 128) *Preterit Ir and Ser the Visual Way*
- 129) *Preterit Accent Marks: Rainstorms and Deserts*
- 130) *Preterit Yo Form Practice*
- 131) *Preterit/Imperfect and More Scavenger Hunt*
- 132) *The Pluperfect and Preterit Car: Front and Rear Wheel Drive*
- 133) *The Pluperfect and University Life*
- 134) *Impersonal and Passive Se the Visual Way*
- 135) *Three Se Structures and University Life*
- 136) *Three Se Structures and Music*
- 137) *The Passive Voice with Ser Nest*

- 138) *The Passive Voice with Ser Rainbow*
- 139) *The Passive Voice with Ser: Foreground and Background*
- 140) *The Active and Passive Voice Mountain*
- 141) *The Result of an Action Nest*
- 142) *Si Clause Constructions the Visual Way*
- 143) *Hypothetical Situations Dice*
- 144) *Hypothetical Situations: A Guided Inductive Approach*
- 145) *The Conditional the Visual Way*
- 146) *The Conditional Perfect the Visual Way*
- 147) *The Future Perfect the Visual Way*
- 148) *Qué vs.Cuál the Visual Way*
- 149) *Is it a Winner? A Different Bingo Game for Listening Comprehension*
- 150) *Prepositions of Place: The Haunted House*
- 151) *Prepositions of Place: In the Forest*
- 152) *Syntax Bingo: Phrase Structure Grammar*
- 153) *Syntax Bingo: X-Bar Syntax*
- 154) *Compositional Semantics Bingo*
- 155) *Recognizing Syntactic Structures: Phrase Structure Grammar*
- 156) *Recognizing Syntactic Structures: X-Bar Syntax*
- 157) *Recognizing Semantic Types*
- 158) *Understanding Articulatory Phonetics the Visual Way*
- 159) *Phonetics Bingo*
- 160) *Understanding Compositional Semantics the Visual Way*
- 161) *Understanding Bracket Notation the Visual Way*
- 162) *Understanding Standard Deviation the Visual Way*

TRANSLATION:

Beatriz Martín-del-Campo, et al. “When the old is stronger than the new: Introduction of constructivist methodology in a special education school”. *Linguistic Educational Research in/on Spain*. Spec. issue of *Linguistics and Education* 21.3 (2010): 143-170.

WORKS IN PROGRESS

Visual aids and games for the acquisition and preservation of Breton

CONFERENCE PRESENTATIONS, TALKS, AND WORKSHOPS

National and International Conferences:

- “The Role of Undergraduate TAs in a Spanish Language Program”. Workshop presented at Clute International Institute Conference (Technology Track). December, 2021.
- “The Effective Use of Visual Aids in the University Classroom”. Workshop presented at Clute International Institute Conference (Technology Track). December, 2019.
- “Beyond Accessibility: Universal Design for Learning in the University Classroom”. Workshop presented at Clute International Institute Conference. January, 2018.
- “Las estructuras de objeto-verbo y el modelo de competición: los efectos facilitadores de la adquisición de una estructura lingüística a otra”. Premio Cristóbal de Villalón conference at

la Universidad de Valladolid. Valladolid, Spain. July 15, 2009.

- “Spanish clitic complexity and the competition model: The facilitative effects of the acquisition of one linguistic item on a second”. American Association for Applied Linguistics (AAAL) conference. Washington, D.C. March 31, 2008.

Bryn Mawr College:

- “Supporting Individual Differences in Second Language Acquisition and Learning”. Presented one-hour hybrid training session for language tutors. Fall 2024.
- “Conceptual Spanish”. Visual Aids Presentation for Intermediate Spanish students. Fall 2024.
- “Visual Aids for Advanced Beginners of Spanish”. Presented one-hour session for students with difficulties understanding problematic grammatical structures, Spring 2024.
- “Peer Language Tutor Training”. Presented one-hour training for language tutors. Spring 2022.
- “Using UDL Concepts to Create a Collaborative and Inclusive Learning Environment in a Remote Hispanic Linguistics Course,” Presented with Tala Anderson (student). Spring, 2021.
- “The Principles of UDL”. Provided two sessions of an hour-long UDL training to student consultants for the Teaching and Learning Institute. Spring, 2018.
- “Tech Talk on UDL”. Presented at a faculty panel to share information on employing UDL in teaching. Spring, 2018.
- “Notes from the Field: What I’ve Learned about UDL”. Presented and facilitated breakout group at a Tri-College Universal Design for Learning (UDL) workshop organized by the Provost’s Office. Spring, 2016.
- “Some Guidance for Language Tutors”. Presented and held Q and A session at Language Tutors Training with Academic Resource Specialist and Professional Development Chair. Spring, 2013.
- “Overcoming the Influence of the L1 in the Foreign Language Classroom.” Presented at Tri-College workshop (“A Language Class for Language Teachers.”) Fall, 2010.

UC Davis/Mester:

“El modelo de competición”. Presented at two-week workshop on technology and culture (“El uso de la tecnología y la cultura en el aula de ele.”) Salamanca, Spain. July, 2012.

Georgetown University:

“El uso de materiales pedagógicos en el aula de ele”. Presented to graduate students of Spanish applied linguistics. Washington, D.C. May, 2003.

Workshops and Roundtables Organized for the Tri-College Community:

- “Strategies for Language Advocacy Across the Tri-Co” (group convened by Margaret Strair with Tri-Co Mellon Brainstorming Grant), Spring 2024.
- “Linking Literary-Cultural Content and Second Language Learning: Recovering FL Study for the Humanities.” (workshop conducted by Heidi Byrnes; organized with Ana López-Sánchez, Haverford College), Fall 2012.
- “Rethinking the Foreign Language Curriculum: Issues of Design, Pedagogy and Assessment.” (with Ana López-Sánchez, Haverford College), Fall 2012- Spring 2013.

- “The Role and Goals of Foreign Language Departments in Higher Education.” (with Ana López-Sánchez, Haverford College), Fall 2011- Spring 2012.
- “A Language Class for Language Teachers.” (with Dr. Giuliana Perco, Italian Department), Fall 2010- Spring 2011.

Institutes and Symposiums:

- Symposium on Post-Pandemic Teaching and Learning (Bryn Mawr College, June 2021)
- Online Teaching Institute (Bryn Mawr College, June 2020)
- Teaching and Learning Institute with focus on accessibility (Bryn Mawr College, Spring semester, 2018)
 - Provided UDL training and met with student consultant weekly
- Attended the 45th International Conference for the Fantastic in the Arts (March 2023) and discussed visual aids with commercial artist

ACCESSIBILITY SERVICE

- Participated in searches for Access Services positions (2013, 2020, 2022, 2023, 2024-2025)
- Serve as faculty member of Accessibility Leadership Committee (2014-present)
- Attend accessibility conferences:
 - NatCon 2019
 - Pacific Rim International Conference on Disability and Diversity, 2016
 - CEC Special Education Convention and Expo, 2015
- Participated in Teaching and Learning Institute with focus on accessibility (Spring, 2018)
- Assist TAs and instructors with teaching students with disabilities, ensuring materials are accessible and captions are provided on all videos
- Apply principles of Universal Design for Learning to lessons
- Present at UDL workshops
- Organize UDL presentations for faculty meetings
- Attended Building Expertise Educators' Conference on Diversity, 2022

OTHER WORK EXPERIENCE

- Language Tutor:
 - Provided Spanish lessons to high school and college students
 - Taught English to native Spanish speakers in Spain (2009-2012)
- Salvation Army (Buffalo, New York):
 - Emergency Family Assistance Caseworker and Food Pantry Manager, 1999-2000
 - Opened and managed a food pantry for low-income Spanish-speaking residents on the West Side of Buffalo. Duties at that site included interviewing the clients, ordering the food, maintaining case files, and calculating monthly statistics.
 - Worked in Emergency Family Assistance at the main location, where the objective was to help those in need to acquire food, personal items, and prescriptions or make referrals
 - Interviewed and maintained files for the Neighbor-for-Neighbor program,

- which assisted the elderly and disabled with their heating bills
- Interviewed and maintained files for the Christmas program, which provided underprivileged children with toys

PROFESSIONAL AFFILIATIONS

- American Council on the Teaching of Foreign Languages (ACTFL)
- Modern Language Association (MLA)
- American Association for Applied Linguists (AAAL)
- Linguistic Society of America (LSA)

LANGUAGES

- English: native competence
- Spanish: near-native competence
- French: intermediate proficiency
- Portuguese: reading knowledge
- Italian: reading knowledge

EXPERIENCE ABROAD

- Seville, Spain (study abroad)
- Madrid, Spain (Summer 2009, Summer 2012)
- Salamanca, Spain (Summer 2012)
- Buenos Aires, Argentina (Summer 2010, Winter 2010)
- France (Winter 2012, Summer 2013, Summer 2023, Summer 2024)

OTHER SKILLS

- Research/data collection and analysis protocol
- Collected and analyzed data for experimental studies in second language acquisition and bilingualism, including *the Latin Project* (Georgetown University)
- Took graduate-level statistics courses
- Technically proficient in Blackboard, Moodle, PowerPoint, Excel, and SPSS