



WEBER STATE UNIVERSITY

Autobiographical File

Isabel Asensio

Assistant Professor of Spanish

Tenure Review

January 17, 2012

<http://faculty.weber.edu/isabelasensio>

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I. OVERVIEW

I believe teaching is my strongest area. Since my appointment at Weber State University in July 2006, I have dedicated most of my time and efforts to my teaching, in the development of new courses, and fostering positive and long-standing relations with undergraduate students. In addition, I have also remained active in my research, which is reflected by several publications since I was hired. Finally, I have always taken academic and non-academic service to the campus and to the Ogden community very seriously. Since the fall semester of 2006, I have shown commitment to a number of department, college, and university committees, as well as other groups on campus and the greater Ogden community.

TEACHING

- ◆ Since 2006, I have taught fifty-two classes (twenty-three different courses) at WSU, with an average of fifteen students per class. Many of these classes had full enrollment (twenty-five students).
- ◆ I have taught all the core lower-division language courses offered by my department: SPAN 1010, 1020, 2010, and 2020. I have also taught numerous sections of the two core upper-division courses for all Spanish majors and minors: SPAN 3060 Grammar and Composition and SPAN 3160 Introduction to Literature. In addition, I have taught culture and literature classes such as SPAN 3550 Studies in Culture and Civilization: Spain, and SPAN 3610 Early Latin American Literature.
- ◆ I have designed and taught the following seven new courses: “Hispanic Women’s Literature in the Twentieth Century,” “The Romantic Novel in the Nineteenth-Century Spanish America,” “Masks, Stages, and Politics in Contemporary Drama of Spain,” “Spanish American Contemporary Women Writers,” “Spanish for Law Enforcement,” “Translation/Interpreting I,” and “Translation/Interpreting II.” Syllabi are included in the supplemental file.
- ◆ I have been involved with the Honors Program, and taught HNRS HU1540 Perspectives in the Humanities in the spring semester of 2010. Syllabus is included in the supplemental file.
- ◆ Since the spring semester of 2008, I have maintained course syllabi, reading and writing assignments, as well as other resources for my students on my website (<http://faculty.weber.edu/isabelasensio>). In addition, I have incorporated technology into my teaching by using a variety of learning tools such as digital recordings and discussion boards through WSU Online.

- ◆ I have used service learning as a pedagogical tool in several courses while participating in some of the matchmaking events sponsored by the Community Involvement Center, such as the “Speed Networking” and the “Community Partner Bus Tour.” I attended the Engaged Scholars Retreat as a representative of Weber State University in February 2008, and I recently obtained the CBL designation on the SPAN 4740 Translation/Interpreting II course. Letter of acceptance is included in the supplemental file.
- ◆ I have supervised and mentored students in a variety of ways, including student teachers, directed readings, BIS capstone projects, and undergraduate research.
- ◆ With “Tertulias,” I created extra-curricular opportunities for students to practice the language skills they learn in the classroom, as well as to promote rewarding faculty-student relations. I have also offered “Tertulias” as a one-credit-hour course four times.
- ◆ I have administered, directed, and taught two summer Study Abroad programs in Spain with an overall participation of thirty-five WSU students, and with budgets of \$37,275 and \$30,000 respectively.

SCHOLARSHIP

- ◆ I have published:
 - one article in a peer-reviewed journal with international circulation.
 - one peer-reviewed book chapter.
 - two peer-reviewed encyclopedia entries.
 - one article in a peer-reviewed journal with regional circulation.
 - two articles in other literary journals.
- ◆ Since my appointment in WSU, I have presented eight different papers at international, national, and state conferences. In addition, I was recently accepted to present at a national conference in April of 2012.
- ◆ I have received several grants for travel and research, including one from the College of Arts and Humanities, one from the Provost’s Office, and three from the Research, Scholarship, and Professional Growth Committee (totaling \$5,695).
- ◆ I have won the 2010 Victoria Urbano award for the best monograph on literary criticism. This award is granted by the International Association of Hispanic Women’s Literature and Culture.
- ◆ At this time, I am working on two major projects: a book translation and a course pack for instructional improvement.

PROFESSIONALLY RELATED SERVICE

- ◆ Since my appointment in 2006, I have served on thirteen committees on campus. At this time, I serve on a number of departmental, college, and university committees. These include Faculty Senate, Women's Studies Executive Council, A&H College Caucus, and Publicity, Enrollment, and Retention committee in my department.
- ◆ I have acted as abstract reviewer and session chair at numerous congresses on my area of expertise, from regional to national, to international.
- ◆ Since I was hired at WSU, I have designed and facilitated several lectures and workshops on a variety of topics for the campus and greater Ogden community.
- ◆ I am currently a member of the Utah Foreign Language Association Executive Board as the WSU representative.
- ◆ Under the request of WSU students, I initiated a chapter of Sigma Delta Pi, the National Hispanic Honorary Society, at WSU in May 2010, and I serve as faculty advisor at present.

II. DEMOGRAPHICS

Name: Isabel Asensio.

Present Position: Assistant Professor of Spanish.

Date of Appointment: July 1, 2006.

WSU College: College of Arts and Humanities.

WSU Department: Department of Foreign Languages.

Terminal Degree: Ph.D. in Comparative Literature.

Education:

<u>Institution</u>	<u>Discipline</u>	<u>Degree Earned</u>	<u>Dates</u>
Vanderbilt University	Comparative Literature	Ph.D.	2006
<u>Area of Specialization:</u> Spanish American and Brazilian Literatures.			
<u>Dissertation Title:</u> "Erotic Bodies/Erotic Politics in Latin American Women's Writing."			
Vanderbilt University	Comparative Literature	M.A.	2004
<u>Area of Specialization:</u> Spanish American and Brazilian Literatures.			
University of Kentucky	Spanish	M.A.	2001
<u>Area of Specialization:</u> Peninsular and Spanish American Literatures.			
University of Extremadura	English	B.A.	1999

Other Education:

<u>Institution</u>	<u>Program and Degree Earned</u>	<u>Date</u>
Vanderbilt University	Future Faculty Preparation Program (F2P2)	2006

Co-sponsored by Vanderbilt University's Graduate School and the Center for Teaching, F2P2 is a voluntary, self-directed professional development program open to all Vanderbilt graduate students, professional students, and post-doctoral fellows. Designed to introduce participants to the wide range of faculty roles and responsibilities and to recognize participants who are engaging in activities to prepare for future faculty careers, the program emphasizes three areas of focus: teaching and learning, professional development, and the world of the university. Participants who complete this program receive a certificate of completion from the Graduate School and the Center for Teaching.

III. TEACHING

A. Teaching Experience.

<u>Institution</u>	<u>Position</u>	<u>Dates</u>
Weber State University	Assistant Professor of Spanish	July 2006-Present
Vanderbilt University	Graduate Teaching Assistant	August 2003-May 2005
University of Kentucky	Graduate Teaching Assistant	August 1999-June 2002

B. Other employment or academic experience which has contributed significantly to your position at Weber State University.

<u>Institution</u>	<u>Position</u>	<u>Dates</u>
Vanderbilt University	Teaching Affiliate	August 2005-May 2006

Teaching affiliates are graduate students from across Vanderbilt employed and trained by the Center for Teaching to work with TAs at Vanderbilt. Their duties include the organization and facilitation of the annual Teaching Assistant Orientation (TAO), and they all must participate in a two-week training prior to TAO. During TAO, and as a teaching affiliate, I developed and facilitated disciplinary focus sessions in which I met with new TAs in our discipline (foreign languages) to discuss and learn about teaching methods relevant to our discipline and our TA functions. These sessions were also designed to help new TAs develop strategies for navigating the complex set of roles and relationships they would encounter, as well as to help them develop an understanding of Vanderbilt students as learners. One more duty as a teaching affiliate was to follow up with the TAs from my disciplinary focus session during the year, to provide additional support as they began their teaching.

Vanderbilt University	Academic Tutor	August 2005-May 2006 January 2003-December 2003
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Academic tutors are employed and trained by the Student Learning Center to assist Vanderbilt undergraduate students with learning disabilities and/or difficulties. My duties included providing academic support to Vanderbilt undergraduates who wanted to improve general study skills or who needed assistance in courses. I also provided individual tutoring to undergraduates in Spanish and English Writing courses.

Vanderbilt University Resident Adviser August 2004-May 2005

At the McTyeire International House, a living/learning center that promotes the use of foreign languages and the awareness of foreign cultures among undergraduates, my duties included promoting the involvement and interaction of heritage and non-native speakers with the Spanish language and culture by programming cultural activities to provide students with the most realistic exposure to the language possible. In addition, I created and planned programs that promoted the development of academic performance and university community building.

University of Kentucky Course Leader January-May 2001

As a course leader in the Department of Hispanic Studies, I supervised and coordinated the design, editing, and assessment of semester quizzes and final exams in lower division courses. In addition, I acted as communications liaison between graduate teaching assistants and both the Director and Coordinator of the Elementary Language Instruction Program.

C. List of courses taught.

<u>Institution/Course Title</u>	<u>Semesters Taught</u>
Weber State University	
SPAN 1010 Elementary Spanish I	F06, Su07, S09, Su10, F11, S12
SPAN 1020 Elementary Spanish II	S07, F09
SPAN 2000 Proficiency Development	F08, S09, F09, S10
SPAN 2010 Intermediate Spanish I	F07
SPAN 2020 (HU) Intermediate Spanish II	S08, F10, Su10
SPAN 2600 (HU) Introduction to Hispanic Literature in Translation	Su09
SPAN 2851 (HU) Study Abroad: Spain	Su09, Su10
SPAN 3000 Proficiency Development	F08, F10
SPAN 3060 Grammar and Composition	F07, S08, F08, S09, F09
SPAN 3160 Introduction to Literature	F06, S07, F07, S08, S10, F10, F11
SPAN 3550 Studies in Culture and Civilization: Spain	Su09, Su10
SPAN 3610 Early Latin American Literature	F09
SPAN 3620 Modern Latin American Literature	S12
SPAN 3630 The Romantic Novel in the 19 th Century Spanish America	F07
SPAN 3630 Masks, Stages, and Politics in Contemporary Drama of Spain	S08, S09
SPAN 3670 Hispanic Women's Literature in the Twentieth Century	S07
SPAN 3670 Spanish American Contemporary Women Writers	F08
SPAN 3730 Spanish for Law Enforcement	F08, S10
SPAN 3740 Translation/Interpreting I	F09
SPAN 3810 Conversation Development	F09
SPAN 3850 Study Abroad: Spain	Su09, Su10
SPAN 4740 Translation/Interpreting II	F11
SPAN 4830 Directed Readings	F09, S10
HNRS 1540 Perspectives in the Humanities	S10

<u>Institution/Course Title</u>	<u>Semesters Taught</u>
Vanderbilt University	
HUM 105W World Drama*	F04
HUM 107W Literature and Interpretation of Culture	S05
HUM 108W World Fiction: Short Stories	F03, S04

* The abbreviations HUM and W stand for Humanities Writing courses taught in English to non-majors. These are 100-level elective courses that Vanderbilt undergraduates choose from in order to fulfill their general education requirement. These courses include the teaching of world literature, analytical and argumentative writing, and research skills.

<u>Institution/Course Title</u>	<u>Semesters Taught</u>
University of Kentucky	
SPI 101 Elementary Spanish I	F99, S00, S01, Su02
SPI 102 Elementary Spanish II	F00
SPI 201 Intermediate Spanish I	F01
SPI 202 Intermediate Spanish II	S02

D. Development of teaching through travel, participation in conferences, workshops, seminars, short courses, etc.

<u>Online Courses</u>	<u>Institution/Place</u>	<u>Dates</u>
<i>Practical Course in Professional Translation</i>	FIDESCU, Madrid, Spain	Oct.08-Jan.09

FIDESCU (The Foundation for the Development and Research of Spanish Culture) promotes the study and learning of Spanish language and culture at national and international levels. FIDESCU is a credited institution that comes under the Protectorate of the Ministry of Education, Culture, and Sports of the Spanish Government. In this course I learned about translation theory and practice of both direct and inverse translation that I have applied in my pedagogy on translation here at WSU. This course prepared me to develop two new courses: SPAN 3740 Translation/Interpreting I, and SPAN 4740 Translation/Interpreting II.

<u>Workshops</u>	<u>Institution/Place</u>	<u>Dates</u>
<i>OPI Tester Training</i>	New Jersey City University, Jersey City, NJ	May 15-18, 07

This intense 35-hour workshop is offered by the American Council on the Teaching of Foreign Languages (ACTFL). The OPI (Oral Proficiency Interview) Tester Training instructs language professionals to conduct oral interviews that will measure the learners' functional competency; that is, their ability to accomplish linguistic tasks. This workshop prepared me to be a more informed foreign language educator, and helped me have a deeper understanding of the ACTFL Proficiency Guidelines. The Department of Foreign Languages at WSU heavily relies on these guidelines as a means of assessing language proficiency.

Retreats	Institution/Place	Dates
<i>Engaged Scholars Retreat</i>	Dixie State College, St. George, UT	Feb. 7-9, 08

This retreat was offered by the Utah Campus Compact (UCC). UCC is a coalition of all thirteen Utah college and university presidents and their campuses. UCC provides training, technical assistance, networking opportunities, and support to faculty, staff, students, and administrators working in the areas of service-learning, co-curricular service, and community-based research.

E. List evaluations, scholarships, awards, and other honors received in recognition of teaching.

See course evaluations administered to classes, submitted by my department. Also, for a self-reflection on student evaluations, see section on teaching in the supplemental file.

F. Teaching innovations and/or developments.

F.1. Technology

Technology has significantly impacted my teaching. Since spring semester of 2008, I have maintained course related and other material on the web. My site, found at <http://faculty.weber.edu/isabelasensio>, allows my students to access, review, or print a class syllabus, to find on-line assignments and readings, to access readings posted on e-reserve, to find study handouts for them to print, and to communicate with me through email. I also maintain information about on-line language and literature resources that students may find helpful when doing homework or research, and studying. In addition, since my appointment at WSU, I have taken advantage of the department's smart classrooms, which have allowed me to make use of a number of teaching tools, from film viewings to videos and music, to PowerPoint presentations.

In all my lower division Spanish classes and in my SPAN 3000 classes, I regularly assign students to complete interactive audio exercises to get them speaking the target language. Students record these audio exercises into podcasts through WSU Online (Canvas), that then are available for all other members of the class to listen. These voice recordings allow students to practice and develop their oral skills outside the classroom setting, and to feel less intimidated when speaking the target language. In addition, I provide each individual student with feedback on both intonation and the grammar items that they are asked to use in the exercise.

In all my upper division Spanish classes, I regularly assign students to write bi-weekly reflections on the discussion board (via Canvas), regarding the various topics on literature and culture we debate in the classroom. All the members of the class have access to these reflections and they may comment on each other's. I also provide each individual student with feedback on his or her writing skills.

Since the opening of our new Foreign Language lab in Elizabeth Hall, I often hold class periods at this lab for lower and upper division students to work on cultural and language tasks that require the use of the Internet.

G. Employment of engaged learning strategies such as service learning, community-based research, undergraduate research, etc.

G.1. Service Learning Pedagogy

Service-learning pedagogy has significantly impacted my teaching. Since my appointment, I have been constantly involved with the Community Involvement Center at WSU in a variety of ways. For example, I have attended workshops, I have participated in CIC-sponsored events on campus and in the Ogden community, and I have served in CIC committees.

In the last five years and a half, I have taught four courses with a community-based learning component. These courses are the following: SPAN 3060 Grammar and Composition (F07), SPAN 3730 Spanish for Law Enforcement (F08 and S10), SPAN 3740 Translation/Interpreting I (F09), and SPAN 4740 Translation/Interpreting II (F11). In these courses, students worked closely with a community partner, integrating the material taught in the classroom and their hands-on experience. Their learning outcomes were assessed through journal writing, in-class group discussions, and individual oral reports/presentations. Students in these courses have closely worked with community agencies including: PARC (Pioneer Adult Rehabilitation Center), Weber Human Services, YMCA, Ogden-Weber Community Action Partnership, and Boys & Girls Club.

In September of 2011, I applied for the CBL designation on the SPAN 4740 Translation/Interpreting II course. The CIC's Community-Based Learning Curriculum committee approved my application on Tuesday, October 4, 2011. CBL stands for Community-Based Learning and simply indicates that the course involves a community-based learning teaching strategy, such as service-learning or community-based research. The CBL designation announces to students, at the time of registration, that the course involves a service-learning or community-based research project. It also registers the course with the CIC, which in turn provides support to the instructor and the students.

H. Other teaching activities germane to your position.

H.1. Study abroad: I have created the Cáceres Study Abroad Program in Spain, and I have directed it twice (Summers 2009 and 2010), with a total enrollment of 35 WSU students. Besides acting as program director, I had full teaching responsibilities during the duration of the program. This is a four-week home-stay program that I plan to offer again in the years to come. For more information on this program, students may visit: http://faculty.weber.edu/isabelasensio/Pages/Study_abroad.htm.

H.2. Tertulias: In the fall semester of 2007, I began organizing “tertulias.” The “Tertulias” were created to be extra-curricular social gatherings that would facilitate interaction among WSU students and faculty members in a more relaxed off-campus setting, during which students and faculty (myself) would chat informally in Spanish. Conversation topics varied from issues happening on campus, to national and international news, to students’ personal interests. In the fall semester of 2008, I offered the “tertulia” as a one-credit-hour course for the first time: SPAN 2000 Proficiency Development. I continued to offer this course as overload for the next three consecutive semesters (S09, F09, and S10).

H.3. Advising: Since my appointment, I have advised Spanish majors and minors alternatively every academic year.

H.4. Student work (research, recital, internship direction, student teachers, directed readings, BIS, Honors, etc.)

<u>Name of student</u>	<u>Project</u>	<u>Semester</u>
Carmen Arias	Student-teacher observations	F10
Steven J. Garside	BIS capstone project	S10
Haley R. Soto	Directed Readings (1 credit hour)	F09
Erin Garner	Student-teacher observations	F09
Tina Webb	Student-teacher observations	S09
Garrett Middaugh	BIS capstone project	S09
Miriam Wolsey	Student-teacher observations	S08
Katie Lang	Presentation of research paper at NULC	S08

H.5. Concurrent Enrollment: I attended the concurrent enrollment in-service training session in the fall semester of 2008, and supervised two concurrent enrollment teachers, Mr. Cory Borup, in Davis High School, and Ms. Julia Nelson, in Bountiful High School, during the academic year of 2008-09.

IV. SCHOLARSHIP

A. Peer-reviewed scholarship including published books, articles, book chapters, reviews, notes, etc.

National Publications	Reference Notation	Pages
Asensio-Sierra, Isabel.	“The Syncretism of Candomblé and Feminism in Helena Parente Cunha’s <i>Women Between Mirrors</i> .” <i>Mother Tongue Theologies: Poets, Novelists, Non-Western Christianity</i> . Ed. Darren J. N. Middleton. Oregon: Wipf and Stock Publishers, 2009.	(110-123)
_____.	“Pía Barros.” <i>Latin American Women Writers: An Encyclopedia</i> . Eds. María Claudia André and Eva Paulina Bueno. New York: Routledge, 2008.	(48-49)
_____.	“Marcia Dénsen.” <i>Latin American Women Writers: An Encyclopedia</i> . Eds. María Claudia André and Eva Paulina Bueno. New York: Routledge, 2008.	(143-145)
_____.	“El espacio de la reminiscencia y la nostalgia en <i>Café Nostalgia</i> de Zoé Valdés.” <i>Letras Femeninas</i> . 33, 2, 2007.	(25-40)
	♦ <i>Letras Femeninas</i> (ISSN-0277-4356) is a peer-reviewed literary journal with an acceptance rate of 14-16 papers per year (usually 40-45 papers are submitted per year). It is published by the Asociación Internacional de Literatura y Cultura Femenina Hispánica.	

Regional Publications	Reference Notation	Pages
Asensio-Sierra, Isabel.	“Faith, Doubt, and Religious Ideology in Contemporary Spanish Cinema.” <i>Weber, The Contemporary West</i> . 26, 2, Spring/Summer 2010.	(82-92)
	♦ <i>Weber</i> (ISSN-0891-8899) is published biannually by the College of Arts & Humanities at Weber State University. It is indexed in the MLA International Bibliography, among other databases.	

B. Scholarship not subjected to peer-review.

Asensio-Sierra, Isabel.	“Moratín’s <i>El sí de las niñas</i> : Intertextuality of the European Theater in Spain.” <i>Genre</i> . 26, 2006.	(74-81)
_____.	“ <i>Cumandá e Iracema</i> : hermandad entre dos culturas. Estudio comparativo.” <i>Utah Foreign Language Review</i> . Volume XIV, June 2005.	(88-97)

C. Unpublished manuscripts, thesis, dissertation, within-institution reports, community-based research reports, etc.

Asensio-Sierra, Isabel. "Erotic Bodies/Erotic Politics in Contemporary Latin American Women's Writing."

D. Papers and/or addresses to professional groups.

International Conferences Dates

"Escritura, violencia y erotismo en la obra de Diamela Eltit." Presented at the XXVIII International Congress of the Latin American Studies Association, Río de Janeiro, Brazil, June 11-14, 2009.

"Escritura en confluencia: deseo, violencia y lenguaje en la obra de Pía Barros." Presented at the Octavas Jornadas Andinas de Literatura Latinoamericana, Santiago de Chile, Chile, August 11-15, 2008.

National Conferences Dates

(Accepted) "Devoción ciega: la presencia de la religión en el cine español contemporáneo." 65th Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 19-21, 2012.

"The Erotic Imagination in Peri Rossi's *Solitario de amor*." Presented at the XVI Congreso de la Asociación Internacional de Literatura Femenina Hispánica, Ogden, Utah, October 5-8, 2006.

"La política de lo erótico en *Lumpérica* de Diamela Eltit." Presented at the American Association of Teachers of Spanish and Portuguese Annual Conference, Salamanca, Spain, June 28-July 2, 2006.

"The Enrichment of the 'Nova Narrativa de Mulheres' in Brazil: The Erotic Voice in Márcia Denser." Presented at the 58th Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 21-23, 2005.

"El café: aquel espacio nostálgico de Zoé Valdés." Presented at the 56th Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 2003.

Regional Conferences	Dates
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“Women’s Search for Identity in Helena Parente Cunha’s Novel *Mulher no Espelho*.” Presented at the 64th Annual Convention of the Rocky Mountain Modern Language Association, Albuquerque, New Mexico, October 14-16, 2010.

“Erotism and Narrative Renovation in *Exercícios para o Pecado* by Márcia Denser.” Presented at the 63rd Annual Convention of the Rocky Mountain Modern Language Association, Snowbird, Utah, October 8-10, 2009.

“*Cumandá e Iracema*: hermandad entre dos culturas.” Presented at the 52nd Mountain Interstate Foreign Language Conference, Furman University, Greenville, South Carolina, October 2002.

State Conferences	Dates
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“Music: A Complex Pedagogical Tool in the Foreign Language Classroom.” Presented at the Utah Foreign Language Association Annual Conference, Utah Valley University, Orem, Utah, November 11, 2010.

“Spanish for the Professions: The Case of Law Enforcement.” Presented at the Utah Foreign Language Association Annual Conference, Weber State University, Ogden, Utah, November 5, 2009.

“Crossing Disciplines: Theater and Foreign Language Teaching.” Co-presented with Dr. Luis Guadaño at the Utah Foreign Language Association Annual Conference, Weber State University, Ogden, Utah, November 6, 2008.

“La búsqueda de la síntesis entre ciudad y campo en dos novelas modernistas: *De Sobremesa*, de Silva, y *El árbol de la ciencia*, de Baroja.” Presented at the 1st Annual Interdisciplinary Graduate Student Conference on Literatures, Vanderbilt University, Nashville, Tennessee, March 2003.

“El soldado arquitecto: destrucción y reconstrucción del autor-narrador en la *Vida de Jerónimo de Pasamonte*.” Presented at the 11th Annual Fraker Conference, University of Michigan, Ann Arbor, Michigan, March 2002.

E. Creative productions, e.g., paintings, music, theater, etc.

N/A

F. Research projects and grants.

<u>Granting Agency/Name of Grant</u>	<u>Amount</u>
Hemingway Faculty Vitality Grant (Spring 2009) <ul style="list-style-type: none"> ◆ To travel and present research paper at the XXVIII International Congress of the Latin American Studies Association in Rio de Janeiro, Brazil. Paper title: "Escritura, violencia y erotismo en la obra de Diamela Eltit." 	\$900
College of Arts & Humanities Travel Grant (Summer 2008) <ul style="list-style-type: none"> ◆ To present research paper at the Octavas Jornadas Andinas de Literatura Latinoamericana in Santiago de Chile, Chile. Paper title: "Escritura en confluencia: deseo, violencia y lenguaje en la obra de Pía Barros." 	\$2,000
Hemingway Faculty Vitality Grant (Spring 2008) <ul style="list-style-type: none"> ◆ To travel and do research at the National Library in Madrid, Spain, on contemporary Spanish film. Paper title: "Faith, Doubt, and Religious Ideology in Contemporary Spanish Cinema." Published in <i>Weber, The Contemporary West</i>. 26, 2, Spring/Summer 2010 (82-92). 	\$1,100
Provost's Professional Development Grant (Spring 2008) <ul style="list-style-type: none"> ◆ To receive online training on Spanish-English/English-Spanish translation through the FIDESCU Institute in Madrid, Spain. Course name: "Practical Course in Professional Translation." 	\$1,000
Hemingway Faculty Vitality Grant (Fall 2006) <ul style="list-style-type: none"> ◆ To travel and do research at Vanderbilt University's Jean and Alexander Heard Library in Nashville, TN, on Brazilian writer Helena Parente Cunha. Book chapter title: "The Syncretism of Candomblé and Feminism in Helena Parente Cunha's <i>Women Between Mirrors</i>." Published in <i>Mother Tongue Theologies: Poets, Novelists, Non-Western Christianity</i>. Ed. Darren J. N. Middleton. Oregon: Wipf and Stock Publishers, 2009 (110-123). 	\$695

G. Post-terminal degree professional education and/or professionally related work experience.

N/A

H. Other scholarly activities.

At present, I am working on two major projects: the first one is a book translation, and the second is a course pack.

- ◆ “The grandmother and other stories” (tentative title): A draft translation into English of the short stories collected in Pía Barros’s original work, *La grandmother y otros cuentos*, is now completed. I am currently in the revision process. This project will also include the collaboration of Barros herself and I hope to have a manuscript soon.
- ◆ “Spanish for Law Enforcement Personnel Course Pack” (tentative title). The purpose of this project is for instructional improvement, but I also intend to submit the course pack to textbook publishers for consideration.

V. PROFESSIONALLY RELATED SERVICE

A. Departmental, college, university, administrative, academic, senate, committee assignments, etc.

University Committees	Dates
Faculty Senate	F10-Present
Women's Studies Executive Council, A&H alternate	F10-Present
Research, Scholarship, and Professional Growth	F08-F10
Community Matchmaking (CIC)	F08-S10
Faculty Writing Initiative*	S08-S10
Undergraduate Research (OUR)	S07

* The Faculty Writing Initiative was originally sponsored by the Office of the Provost, the Teaching and Learning Forum, and the Wasatch Range Writing Project.

College of Arts and Humanities Committees	Dates
Curriculum	F08-F10
Caucus	F08-S09, F10-Present

Department of Foreign Languages Committees	Dates
Publicity, Enrollment, and Retention	F08, F11-Present
Spanish Section, Leader	S09
Curriculum, Chair	F08-F10
New Faculty Search	F07-S08
Scholarship	F06-S08

B. Academic or nonacademic administrative performance as program director, department chair, director of substantial grant, center director, or any position which involved supervision of human and/or financial resources.

- ♦ Spain Study Abroad Program Director (May 11-June 8, 2009)
Amount of budget managed: \$37,275.
Number of participants: 21.
- ♦ Spain Study Abroad Program Director (June 28-July 26, 2010)
Amount of budget managed: \$30,000.
Number of participants: 14.

C. Positions held or membership in professional organizations.

<u>Executive Board Positions</u>	<u>Dates</u>
UFLA (Utah Foreign Language Association), WSU representative	F09-Present

<u>Memberships</u>	<u>Dates</u>
Latin American Studies Association	Since 2008
Rocky Mountain Modern Language Association	Since 2008
Utah Foreign Language Association	Since 2008
American Association of Teachers of Spanish and Portuguese	Since 2005
Asociación Internacional de Literatura y Cultura Femenina Hispánica	Since 2005
Sigma Delta Phi, Spanish Honorary Society	Since 2000

D. Professionally-related community service.

◆ I am serving as a faculty participant in a grant from the Alan E. and Jeanne N. Hall Endowment for Community Outreach. The project title is “Making a Difference,” and its director is Dr. Azenett A. Garza Caballero, from the Department of Psychology. The community partners are Don Carpenter and Laura Traum, from the *Head Start Program* in Ogden, UT.

E. Speechmaking to community (nonprofessional) groups in the area of the candidate’s expertise.

N/A

F. Consulting and/or work experience.

N/A

G. Other professionally related activities or service.

Abstract reviewer

National Conference on Undergraduate Research, Weber State University, Ogden, Utah, March 29-31, 2012.

Session chair

64th Annual Convention of the Rocky Mountain Modern Language Association, Albuquerque, New Mexico, October 14-16, 2010.

25th National Undergraduate Literature Conference, Weber State University, Ogden, UT, March 31-April 3, 2010.

XXVIII International Congress of the Latin American Studies Association, Río de Janeiro, Brazil, June 11-14, 2009.

XVIII Congreso de la Asociación Internacional de Literatura y Cultura Femenina Hispánica, Decatur, GA, Agnes Scott College, October 2008.

23rd National Undergraduate Literature Conference, Weber State University, Ogden, UT, April 2008.

22nd National Undergraduate Literature Conference, Weber State University, Ogden, UT, March 29-31 2007.

XVI Congreso de la Asociación Internacional de Literatura Femenina Hispánica, Ogden, Utah, October 5-8, 2006.

Annual Kentucky Foreign Language Conference, University of Kentucky, Lexington, Kentucky, April 2001 and 2002.

Manuscript reviewer

Crisolenguas, an e-journal published by the Department of Foreign Languages at the University of Puerto Rico, Río Piedras (ISSN: 1941-1006).

VI. RELEVANT ACTIVITIES NOT COVERED ELSEWHERE

1. Awards.

- ♦ Winner of the 2010 Victoria Urbano Critical Essay Prize, awarded by the International Association of Hispanic Women's Literature and Culture. Manuscript title: "Erotic Bodies/Erotic Politics in Contemporary Latin American Women's Writing."

2. Cultural events for the campus and Ogden community.

- ♦ Panelist in poetry readings as part of Women's History Month, sponsored by the WSU Women's Studies Program, March 2010 and 2008.
- ♦ Bilingual storyteller as part of the 13th and 14th Annual Weber State University Story-Telling Festivals, February 2010 and 2009.

3. Lectures.

- ♦ "Flamenco in Spain," Food for Thought Series, Honors Program, Weber State University, April 18, 2008.
- ♦ "Semana Santa: Holy Week in Spain," Food for Thought Series, Honors Program, Weber State University, February 21, 2007.
- ♦ "Reader-Response Discussions in the Humanities," Center for Teaching, Vanderbilt University, October 27, 2005.
- ♦ "Modern Latin American Literature by Women." Presented at the 19th Graduate Student Research Day, Vanderbilt University, Nashville, Tennessee, April 4, 2005.

4. National Honorary Society.

- ♦ Initiated a chapter of Sigma Delta Pi, the National Hispanic Honorary Society, at WSU in May 2010. Our chapter is Omega Alpha and it now has thirteen members. I am currently serving as faculty advisor and webmistress, <http://clubs.weber.edu/SigmaDeltaPi>.

5. Workshop panelist.

- ◆ “Use of Context and Content in Writing Strategies,” Adjunct Retreat, Weber State University, February 27, 2010.
- ◆ “Academic Job Market Panel,” Career Center, Vanderbilt University, April 19, 2006.
- ◆ “How to pick a mentor,” Women in Academe Series, Center for Teaching, Vanderbilt University, November 3, 2005.
- ◆ “Mistakes to Avoid in Graduate School,” Women in Academe Series, Center for Teaching, Vanderbilt University, October 6, 2005.