

## ROBERT W. TRAIN

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### Education

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- *Doctor of Philosophy*, University of California, Berkeley, Romance Philology, 2000  
*Dissertation*: "Getting past the ideology of 'the language': the standardization of French and Spanish, and its implications for foreign-language pedagogy."  
*Dissertation Committee*: Claire J. Kramersch (chair), Suzanne Fleischman, Richard Kern, Joseph J. Duggan, Jerry R. Craddock.  
*Qualifying Examination Fields*: Romance Linguistics, Applied Linguistics and Foreign-Language Pedagogy, Sociolinguistics, History of Spanish, French and Italian Languages, Literatures of Spanish, French, and Italian (origins to 1500), Medieval Occitan Literature.
- *Single Subject Teaching Credential* (Spanish and French), California State University, Hayward, 1998.
- *Bachelor of Arts*, University of California, Berkeley, French literature, 1989.
- *UC Education Abroad Program*, Université de Bordeaux III, France, 1979-1980.

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### Academic Employment

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- *Professor of Spanish*, Sonoma State University, 2013-present.
- *Associate Professor of Spanish*, Sonoma State University, 2008-2013.
- *Assistant Professor of Spanish*, Sonoma State University, 2002-2008.
- *Director*, Language & Culture Learning Center, Sonoma State University, 2002-2014.
- *Teacher* of Spanish and French, San Leandro High School, San Leandro, CA, 1994-2002.
- *Instructor*, University of California, Berkeley Summer Study in Paris, 2001.
- *Instructor*, University of California, Berkeley Summer Intensive French Workshop, 1994-1997.

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### Publication and Research

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#### Articles and Book Chapters

- Kramersch, C. and R. Train. (in preparation). Standard languages in the context of bilingual education. In Wendy Ayres-Bennett & John Bellamy (Eds.), *The Cambridge Handbook of Language Standardization*. Cambridge University Press.
- Train, R. W. (2016). Connecting visual presents to archival pasts in multilingual California: Towards historical depth in Linguistic Landscape. *Linguistic Landscape Journal* 2/3, 223-246. [Special Issue on Memory and Memorialization].
- Train, R. W. (2013). Becoming Bilingual, Becoming Ourselves: Archival Memories of Spanglish in Early Californian Epistolary Texts. *Hispania*, 95, 438-39.
- Train, R. W. (2012a). Localizing Archival Memories of Spanish Language Education in California, Engaging with the Multilingual Histories of the Present. *L2 Journal*, 4, 124-141. Available at <http://escholarship.org/uc/item/2sq07347>
- Train, R. (2012b). Postcolonial complexities in foreign language education and the humanities. In G. Levine & A. Phipps (Eds.), *Critical and Intercultural Theory and Language Pedagogy* (pp. 141-160) [Issues in Language Program Direction 2010]. Boston: Heinle.

- Train, R. W. (2011). Recovering Spanish-Language Education in Alta California: Ecologies, Ideologies and Intertextualities. In C. Lomas & G. Baeza Ventura (Eds.), *Recovering the U.S. Hispanic Literary Heritage Volume VIII: Mapping The Contact Zone(S) of Nuestra América/The Bicentennial of Hispanic Newspapers* (pp. 99-120). Houston, TX: Arte Público Press.
- Train, R. (2010). Reducing Spanish on the margins of empire: A historical perspective on ideologies and ecologies of language in Sonoma County, California. In S. Rivera-Mills & D. Villa (Eds.), *Spanish of the Southwest: A Language in Transition* (pp. 353-372). Madrid/Frankfurt: Iberoamericana/Vervuert.
- Train, R. (2009a). Toward a "natural" history of the Native (Standard) Speaker. In N. Musha Doerr (Ed.), *The Native Speaker Concept: Ethnographic Investigations of Native Speaker Effects* (pp. 47-78). [Language, Power and Social Process series.] Berlin: Mouton de Gruyter.
- Train, R. (2009b). "Todos los peregrinos de nuestra lengua": Ideologies and accounts of Spanish-as-a- (foreign) language. In M. Lacorte & J. Leeman (Eds.), *Español en Estados Unidos: Cuestiones sociolingüísticas, políticas y pedagógicas/ Spanish in the United States and other contact environments: Sociolinguistics, ideology and pedagogy* (pp. 191-207). Madrid/Frankfurt: Iberoamericana.
- Train, R. (2007a). "Real Spanish": Historical perspectives on the ideological construction of a (foreign) language. *Critical Inquiry in Language Studies*, 4, 207-235. [Special Issue: Critical Approaches to World Language Education in the United States.]
- Train, R. (2007b). Language Ideology and Foreign Language Pedagogy. In D. Ayoun (Ed.), *French Applied Linguistics* (pp. 238–269). [Language Learning and Language Teaching series.] Amsterdam: John Benjamins.
- Train, R. (2006). A Critical Look at Technologies and Ideologies in Internet-Mediated Intercultural Foreign Language Education. In J. A. Belz and S. L. Thorne (Eds.), *Computer-mediated Intercultural Foreign Language Education* (pp. 247-284). Boston: Heinle. [invited submission]
- Train, R. (2003a). Review Article: Sociolinguistics and language as cultural practice. *Journal of Sociolinguistics*, 7, 432-442.
- Train, R. W. (2003b). The (Non)Native Standard Language in Foreign Language Education: A Critical Perspective. In C. Blyth (Ed.), *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-native and the Non-native Speaker* (pp. 3-39). Boston: Heinle. Available at [www.eric.ed.gov](http://www.eric.ed.gov) .

## Book Reviews

- Train, R. (2018). Review of Laurence Arrighi & Annette Boudreau, eds. *Langue et légitimation: La construction discursive du locuteur francophone*. [Québec]: Presses de l'Université Laval, 2016. *The French Review*, 91/4, 52-53.
- Train, R. (2013). Review of Ana Gonçalves Matos. *Literary Texts and Intercultural Learning: Exploring New Directions*. Peter Lang, 2012. *The Modern Language Journal*, 97, 1006-1007.
- Train, R. (2011). Review of Marie-Anne Paveau & Laurence Rosier. *La langue française: Passions et polémiques*. Paris: Vuibert, 2008. *The French Review*, 84, 629.
- Train, R. (2010). Review of Jane Simpson & Gillian Wigglesworth, *Children's Language and Multilingualism: Indigenous Language Use at Home and School*, Continuum, 2008. *The Modern Language Journal*, 94, 526-28.

- Train, R. (2008). Review of Jennifer Jenkins, *English as a Lingua Franca: Attitude and Identity*, Oxford University Press, 2007. *The Modern Language Journal*, 92, 653-54.
- Train, R. (2008). Review of Cécile Canut, *Une langue sans qualité*, Lambert-Lucas, 2007. *The French Review*, 82, 210-212.
- Train, R. (2007). Review of Timothy Reagan, *Critical Questions, Critical Perspectives: Language and the Second Language Educator*. Greenwich, CT: Information Age, 2005. *The Modern Language Journal*, 91, 484-486.
- Train, R. (2007). Review of Albert Valdman, Julie Auger, & Deborah Piston-Hatlen (Eds.), *Le français en Amérique du Nord: Etat présent*, Presses de l'Université Laval, 2005. *The Modern Language Journal*, 91, 490-492.
- Train, R. (2006). Review of Sheri Spaine Long, María Carreira, Sylvia Madrigal Velasco, & Kristin Swanson, *Nexos: Introductory Spanish*, Houghton Mifflin, 2005. *The Modern Language Journal*, 90, 635-638.
- Train, R. (2004). Review of Paul Gubbins & Mike Holt (Eds.), *Beyond Boundaries: Language & Identity in Contemporary Europe*, Multilingual Matters, 2002. *The Modern Language Journal*, 88, 470-472.
- Train, R. (2004). Review of Noam Chomsky, *Chomsky on Democracy & Education*, Routledge/Falmer. 2003. *Teachers College Record*, 106, 365-374. Originally published online in July, 2003 at [www.TCRecord.org](http://www.TCRecord.org).
- Train, R. (2003). Review of Richard Watts & Peter Trudgil (Eds.), *Alternative Histories of English*, Routledge. 2002. *Journal of Sociolinguistics*, 7, 96-102.

## Book

Martínez, Glenn A. & Train, Robert W. *Tension and Contention in Language Education for Latin@s in the United States*. Forthcoming from Routledge. Publisher's summary:  
<http://208.254.74.112/books/details/9781138225121/>

## Refereed Conference Papers

- 2018 (February). *Alternatives to Facts: Criticality and matters of concern in Heritage Language Education* (with Glenn Martínez). Third International Conference on Heritage/Community Languages, UCLA.
- 2018 (January). *Language Experience and Ethicality in Teaching Spanish for Social Justice* (with Glenn Martínez). 2018 Convention of the Modern Language Association (MLA), New York City.
- 2017 (March). *Experience and Ethics in Heritage Language Education* (with Glenn Martínez). Conference of the American Association of Applied Linguistics (AAAL), Portland.
- 2017 (January). *Experiencing mobility: Toward dialogues of translingual (be)longing beyond monolingual and multilingual regimes of language, historicity, and place*. Language and Society Forum on Language in Mobility (a featured session under the MLA Presidential theme of "Boundary conditions."). Modern Language Association (MLA) 2017 Convention, Philadelphia.
2016. (January). *"L" is for ... language re-invented in landscapes of historical space beyond "modern"*. Modern Language Association (MLA) Convention, Austin.
- 2015 (May). *Connecting visual presents to archival pasts in multilingual California: Towards historical depth in Linguistic Landscape*. Linguistic Landscape 7 Conference, UC Berkeley, May 7-9, 2015.

- 2015 (April). *"Leave behind the naive paradise...": Multilingual Historical Bodies of the Non-Native Speaker.* Claire Fest: An Appreciation of the Scholarship, Teaching, and Mentorship of Claire Kramersch.
2014. (March). *Historical depth in applied linguistics: Beyond presentism to translingual histories of the present.* Conference of American Association of Applied Linguistics (AAAL), Portland.
2014. (March). *Critical humanisms and cosmopolitan localisms: Toward a deeper history of heritage language education.* Second International Conference on Heritage/Community Languages, UCLA.
2014. (January). *From presentism to critical histories of the present: Applied linguists in search of historical practice.* Modern Language Association (MLA) convention, Chicago.
2013. (March). *Transcultural Border Stances: Colonialities and localities of language and learning in 18th century Arizona and California.* 24th Conference on Spanish in the United States and 9th Conference on Spanish in Contact with Other Languages. McAllen, TX. March 6-9, 2013.
2013. (January) *Becoming Bilingual, Becoming Ourselves: Archival Memories of Spanglish in Early Californian Epistolary Texts.* Panel on "Spanglish" and Identity within and outside the Classroom" sponsoring by American Association of Teachers of Spanish and Portuguese. Modern Language Association (MLA) convention, Boston.
2012. (May). *"El imposible vencido": Inventing local and global spaces, intertextualities and colonialities of language reduction.* XXX International Congress of the Latin American Studies Association (LASA), San Francisco, CA.
2012. (January). *Becoming Spanish speakers in early California: Memory, history and identity in language learning.* Modern Language Association Convention, Seattle, WA.
2011. (March). *Global Colonialities of Reduction: Inventing spaces of Spanish language education in early California.* Conference of American Association of Applied Linguistics (AAAL), Chicago.
2011. (January). *Complex Spaces of Language Learning and Teaching: The case of Spanish in California.* Modern Language Association Convention, Los Angeles.
2010. (April). *Spaces of Spanish language education in California: Toward a postcolonial history of the present and future.* Fifth UC Language Consortium Conference on Theoretical & Pedagogical Perspectives, University of California, San Diego.
2010. (February). *Heritage, humanity and complexity: A critical ecological perspective on post-colonial/imperial histories, ideologies and policies of language education in California.* First International Conference on Heritage/Community Language at the Education National Heritage Language Resource Center, University of California, Los Angeles.
2009. (June). *Foreign language education and the struggle for humanity: a critical historical view on Spanish language education and the 2007 MLA Report.* International Society for Language Studies 2009. Panel on MLA 2007, Orlando, FL.
2009. (February). *Toward a critical Spanish language education: An ecological perspective from policy to practice.* XXII Conference on Spanish in the United States, Coral Gables, FL.
2008. (December). *Translingual and transcultural education in times of accountability: Applied linguists as voices of conscience in FL programs?* Modern Language Association convention, San Francisco.
2008. (November). *Recovering Spanish language education in Mexican California: Ecologies, ideologies and intertextualities.* Recovering the U.S. Hispanic Literary Heritage Conference, Houston, TX.

2008. (April). *From reduction to emergence: a (post) post-colonial perspective on teaching Spanish in California*. Fourth UC Language Consortium Conference on Theoretical & Pedagogical Perspectives, University of California, Santa Barbara.
2007. (April). *Inventing Native Standard Spanish: ideology and intertextuality in language and language education*. Conference of American Association of Applied Linguistics (AAAL), Costa Mesa, CA.
2007. (March). *“Todos los peregrinos de nuestra lengua”: Ideologies and accounts of Spanish-as-a-(foreign) language*. XXI Conference on Spanish in the United States, Arlington, VA.
2006. (June). *“Real Spanish”: the ideological construction of a (foreign) language*. Conference of American Association of Applied Linguistics, Montréal, Canada.
2006. (April). *Learning to be bilingual: The use of student ethnographic journals in the Spanish class*. Third UC Language Consortium Conference on Theoretical & Pedagogical Perspectives, University of California, Los Angeles.
2005. (July). *Ecologies and ideologies of language: the native standard language*. 14<sup>th</sup> World Congress of Applied Linguistics, University of Wisconsin, Madison.
2004. (March). *Searching for reality in ideology: The (non)native speaker meets the (in)authentic speaker*. The Second UC Language Consortium Conference on Theoretical & Pedagogical Perspectives, UC Santa Cruz.
2003. (December). *The Native Speaker, the Native Standard Language, and Other Unbelievable Tales*. Modern Language Association (MLA) convention, San Diego.
2003. (December). *Technologies and ideologies of foreign language education*. Modern Language Association (MLA) convention, San Diego.
- 2003 (June). *Pedagogical principles of language learning technologies: From communicative, to appropriate, to critical*. International Association for Language Learning Technology (IALLT) Conference, University of Michigan, Ann Arbor.
- 2002 (March). *Foreign Language standards, standard language and the culture of standardization: some implications for foreign language and heritage language education*. First UC Language Consortium Conference on Language Learning and Teaching, UC Irvine.

### **Invited Lectures, Presentations and Workshops (Selected)**

2015. (April). *Re-inventing languages for a (super)diverse world: Multilingual histories and landscapes of learning*. Invited lecture at the Language Resource Center, Columbia University, New York.
2015. (April). *Re-inventing languages for a (super)diverse world: Multilingual histories and landscapes of learning*. Workshop at the Center for Language Study, Yale University, New Haven.
2014. (November). *The right to speak our minds and our languages: Toward an ethics of multilingualism in school and society*. Invited lecture at the Forum in Law, Ethics, and Society, Center for Ethics, Law, and Society, Sonoma State University, <https://www.youtube.com/watch?v=85LrQyKpiHA&feature=youtu.be>
2011. (April). *Global colonialities of reduction: Inventing spaces of Spanish language education in early California*. Presentation for the Arts & Humanities Forum, Sonoma State University.

2009. (March). *Decolonial and postcolonial complexities in language education and the humanities*. Invited paper at the Symposium on Critical and Intercultural Theory and Language Pedagogy. University of California, Irvine.
2008. (February). *Reducing Spanish on the margins of empire: A historical perspective on ideologies and ecologies of language education in Sonoma County, California*. Presentation at Arts & Humanities Research and Creative Works Forum. Sonoma State University.
2007. (February). *Beyond the native standard language: a critical approach to ideologies of language and foreign language teaching*. Poster session at Faculty Exposition of Scholarship and Sponsored Research, Sonoma State University.
2006. (November). *Learning to be bilingual: The use of student ethnographic journals in the Spanish class*. Workshop. at Foreign Language Association of Northern California Fall Conference, University of California, Berkeley.
2005. (February) *Ideologies and 'realities' of language and foreign language education in the US: a critical perspective on the Native Standard Language*. Colloquium on *Teaching Foreign Languages in Multilingual, Multicultural Environments*, Invited presentation at University of California, Berkeley.
2004. (November). *Ecologies and Ideologies of Language and Language Teaching*. Presentation at Arts & Humanities Research and Creative Works Forum. Sonoma State University.
- 2004 (June). *Ideologies of language in the United States: theory, policy and practice*. Invited lecture, Graduate School of American Studies, Doshisha University, Kyoto, Japan.
- 2004 (April). "The ideology of reality and the reality of ideology: A critical discourse perspective". Guest facilitator in Dr. Mira Katz' English 341 class, Sonoma State University.
- 2002 (February). *Spanish with an Attitude: Variation, Standardization and Hyperstandardization in Foreign Language Education*. Invited lecture at University of Wisconsin-Madison.
- 2002 (January). "Exploring language awareness and language teaching awareness." Workshop at University of California, Davis.

### Radio Broadcast:

My research on the multilingual contexts of language and education in Spanish and Mexican California—highlighting archival texts at the Huntington Library—was featured in an 8-minute radio segment for the BBC World. "A hidden history of Spanglish in California"; aired Monday Feb. 16, 2015 on many public radio stations; web posting: <http://www.pri.org/stories/2015-02-11/hidden-history-spanglish-california>

### Research in Progress

Consultation of archival documents and rare imprints for book project on Spanish language education in California at: the Autry National Center, Los Angeles; the Bancroft Library, Berkeley; Bibliothèque nationale de France, Paris; California Historical Society, San Francisco; the Huntington Library, San Marino; Newberry Library, Chicago; Pierpont Morgan Library, New York; Seaver Center for Western History Research at the Los Angeles County Museum of Natural History; Santa Bárbara Mission Archives and Library; Sutro Library, San Francisco; University of California San Diego, Special Collections; and University of California Santa Barbara, Special Collections.

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## Teaching

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### Sonoma State University

#### *Department of Modern Languages & Literatures:*

Spanish 101 (Beginning Spanish, 1st semester)  
 Spanish 102 (Beginning Spanish, 2nd semester)  
 Spanish 201 (Intermediate Spanish 1st semester)  
 Spanish 202 (Intermediate Spanish 2nd semester)  
 Spanish 300H (Advanced Spanish for Native/Heritage Learners)  
 Spanish 300 (Advanced Spanish)  
 Spanish 301 (Advanced Spanish Composition)  
 Spanish 304 (Introduction to Linguistics: Bilingualism)  
 Spanish 400 (Special Topics in Linguistics: Histories, politics, and ideologies of Spanish)  
 Spanish 427 (Spanish Teaching Methodologies)  
 Spanish 490 (Senior Seminar in Linguistics)  
 SPAN/FRE/GER 495 (Peer Language Learning Facilitator seminar and supervision).

#### *Department of English:*

English 341 (Explorations in Language: Critical Awareness of Discourse in Language Education)  
 English 379 (Pedagogical Grammar).

#### Interdisciplinary Freshman Education:

Arts & Humanities Freshman Learning Communities (year-long courses):  
*Modern Languages & Literatures 161A/B (Critical Encounters in Language and Culture).*  
*English 160/Philosophy 102 (Critical Language Studies).* Team taught with a professor in English.

*University 150 (First Year Experience).* Taught with professors from a range of disciplines in the Humanities, Social Sciences, and Education.

#### Graduate Education

##### *Department of Modern Languages & Literatures:*

Spanish 501 (TA teaching practicum for MA students);  
 Spanish 595 (Teaching Associate Training);  
 Spanish MA teaching workshop series (6 2-hour workshops): "Becoming Spanish language educators in the 21st century."

##### *Department of Curriculum Studies and Secondary Education/School of Education:*

EDSS 444 (Teaching in the Content Areas/World Languages—Single Subject Teaching Credential requirement).

##### *MA committee member for Sonoma State students in:*

TESOL MA  
 Interdisciplinary Studies MA

### San Leandro High School, San Leandro, CA

French 1, French 2, French 3, Spanish 1, Spanish 2, Spanish 3, Spanish 4,  
 Spanish Advanced Placement Language and Literature.

### University of California, Berkeley Summer Sessions

Berkeley Summer Study in Paris: 5-week team-taught intensive language, culture and history program in Paris, France. 10-week Summer Intensive French Workshop (French 1 & 2)

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## Service to the Profession

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### Manuscript Reviewer for Refereed Journals

*L2 Journal*  
*Language Learning & Technology*  
*Modern Language Journal*  
 TESL-EJ (The Electronic Journal for English as a Second Language)

### Manuscript Reviewer for Monographs and Edited Volumes

Peck, Amiena, Quentin Williams and Christopher Stroud (Eds.). (Forthcoming). *Making sense of people, place and linguistic landscapes*. Bloomsbury Press.

Potowski, Kim (Ed.). (In press). *Handbook of Spanish as a Heritage Language*. Routledge.

Fairclough, M. & S. Beaudrie (Eds.). (2016). *Innovative Strategies for Heritage Language Teaching: A Practical Guide for the Classroom*. Washington, DC: Georgetown University Press.

Rivera-Mills, S., & D. Villa (Eds.). (2010). *Spanish of the Southwest: A Language in Transition*. Madrid/Frankfurt: Iberoamericana/Vervuert.

Lacorte, M., & J. Leeman (Eds.). (2009), *Español en Estados Unidos: Cuestiones sociolingüísticas, políticas y pedagógicas*. Madrid/Frankfurt: Iberoamericana.

Doerr, N. M. (Ed.). (2009). *The Native Speaker Concept: Ethnographic Investigations of Native Speaker Effects*. Berlin: Mouton de Gruyter.

Callahan, L. (2009). *Spanish and English in U.S. Service Encounters*. Palgrave Macmillan.

Belz, J. A., & S. L. Thorne (Eds.) (2006). *Computer-mediated Intercultural Foreign Language Education*. Boston: Heinle.

### Grant Evaluations

Reviewer for National Science Foundation (2011)  
 Evaluator for grant application submitted to the Standard Research Grants program of the Social Sciences and Humanities Research Council of Canada (2008).

### Conference Proposal Evaluation

*American Association of Applied Linguistics (AAAL)*, Language and Ideology strand..  
*Modern Language Association (MLA)*, Applied Linguistics Division.

### Professional Association Committee Work

Modern Language Association of America (MLA): Served on Delegate Assembly (Applied Linguistics Division) for an elected 3-year term (2010-2013); nominated to Delegate Assembly Organizing Committee in 2013 (not elected).

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## Awards, Grants And Fellowships

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*Faculty Travel Award*, Sonoma State University. 2016, 2015, 2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2004, 2003. [competitive]



*RSCAP (CSU Research, Scholarship and Creative Activity Program) Mini-Grant*, "Landscapes of language and learning in multilingual California: Connecting visual presents to archival pasts", for travel and student research assistant, 2015.

*Mayers Fellow, The Huntington Library*, San Marino, CA (Short-term research award), 2014.

*Sabbatical Leave*, Sonoma State University, Fall 2009. [competitive]

*Excellence in Teaching Award*, Sonoma State University (one of two campus-wide yearly awards), 2008-2009.

*RSCAP Mini-Grant* for student research assistant for project "Spanish Language Education in California before 1850 Database," Sonoma State University, 2008.

*RSCAP Summer Research Fellowship*, Sonoma State University, 2006.

*RSCAP Mini-Grant* for student research assistant for project "Learning to be bilingual: The use of student ethnographic journals in the Spanish class." 2005.

*Chancellor's Humanities Fellowship*, University of California, Berkeley, 1996-1997.

*Graduate Division Fellowship*, University of California, Berkeley, 1995-1996.

*Classroom Technologies Grant*, University of California, Berkeley (from the Office of Educational Development using video materials in L2 classroom, prepared with Professor Richard Kern), 1994.

*Therese F. Colin Graduate Fellowship*, University of California, Berkeley, 1989-1990.

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### Professional Memberships

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American Association of Applied Linguistics (AAAL)

Latin American Studies Association (LASA)

Modern Language Association of America (MLA)

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### SERVICE TO THE UNIVERSITY

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**Selected and organized by focus of service to Sonoma State University (SSU) and the California State University (CSU) and chronologically under each heading**

#### **Department of Modern Languages & Literatures**

*Department Retention, Tenure and Promotion (RTP) Committee*, Chair (2011-present)

*Spanish Program Search Committee*, Member (2015-16; 2007-08); Chair (2010-2011; 2006)

*Part-time Faculty Pool Committee*, Spanish Program, member (2005-present)

*Sabbatical Leave Committee*, member (2010)

*Part-time Faculty Pool Committee*, German Program, member (2005-2006)

*Spanish Search Committee*, member (2015-16; 2013, 2004-2005)

*Club de Español*: Faculty advisor to SSU student club (2003).

#### **International Education/Study Abroad**

*California State University Academic Council on International Programs/ACIP (2006-2014)*:

[ACIP is 1 Senate appointed faculty representative from each of the 23 CSU campuses, 4 campus staff members, and administrators of the CSU Office of International Programs (Chancellor's Office, Long Beach)]

Ex-Officio ACIP Member as Past Chair (2012-14).

Chair, ACIP Ad Hoc Committee on Global Program Development (2012-13)

SSU Representative to ACIP: Appointed by President on recommendation of Academic Senate for two

3-year terms (2006-2012).  
 Chair, ACIP (2011-2012).  
 Chair, ACIP Program Review Committee (2007-2008).

*Search Committee member for Sonoma State University Dean of Extended and International Education (Dec. 2015-April 2016).*

*Search Committee member for SSU Director of International Education, appointed as faculty representative by Sonoma State Faculty Senate Executive Committee (Dec. 2013-Jan. 2014).*

*Association of American Colleges & Universities (AAC&U) Annual Meeting: Global Positioning: Essential Learning, Student Success, and the Currency of U.S. Degrees. San Francisco, CA: I attended this conference at the request of the Provost (January 27-29, 2011).*

*Faculty Advisory Working Group for International Programs: SSU-wide working group focusing on curriculum and advising issues and faculty interests in International Programs (2012-2014).*

*International Programs Taskforce, member on task force convened by the SSU Senior International Officer (2010).*

*Global and International Education Working Group: Founding member with Provost Dr. Carol Blackshire-Belay of university-wide working group to promote the internationalization of education at SSU (2006-2009).*

#### **Latin@ education**

*SSU Alianza for Equity (2016-.)* Founding member of recently formed group of about 35 faculty and staff members at Sonoma State to address issues impacting our Latin@ students on campus; participant in two Alianza working groups: 1) SSU as a Hispanic Serving Institution, and 2) Building a pipeline of Latin@ Spanish-speaking educators from K-12 to undergrad to graduate education and back again.

*Annual Latino Family Summit:* I worked an information table at fair held at SSU to provide Latino high school and middle school students and their families with information in Spanish and English about college (March, 2012).

*Keynote speaker at the SSU Raza Graduation (May 10, 2013).* By invitation of the student organizing group, the Raza Native American Council, I delivered the bilingual keynote address for Latino and Native American graduating students, their families, and friends.

*BCLAD Advisory Committee (2002-2009).* Member, to articulate goals for the Bilingual CLAD program at SSU, promote excellence in bilingualism and to provide support to bilingual educators at SSU and in the larger community.

#### **Instructional Technology and Learning Space Design**

*Academic Technology and Instructional Spaces Subcommittee (ATISS).* Academic Senate committee charged with planning for and evaluating the use of instructional spaces and technologies. School of Arts & Humanities Representative (2017-).

*Design a Collaborative Classroom Initiative,* appointed by Provost to a working group to design collaborative teaching/learning spaces (2012).

*Academic Technology Advisory Committee (ATAC):* School of Arts & Humanities Representative (2008-2010).

*Instructional Technology (IT) Advisory Committee,* Arts & Humanities Representative (2005-2008).

## Research

*SSU Senate Faculty Subcommittee on Sponsored Programs (FSSP)*: develop, review and implement policies and procedures pertaining to grant activities at Sonoma State; evaluating and nominating proposals for National Endowment for the Humanities summer stipends; administer internal grants:

School of Arts & Humanities FSSP Representative, elected to two 3-year terms, (2008-2014).

Arts & Humanities FSSP Representative, appointed as replacement for elected A&H representative on leave (Fall 2007).

*Faculty Writing Program* (Kathy Charmaz, Director): bi-weekly meetings to provide feedback and support for our colleagues' research publication from early stages to manuscript revision (2011-2016).

*School of Arts & Humanities Research & Creative Works Forum*: regular participant as presenter and audience since 2004; presented 2004, 2007, 2008, 2011 (see Research/Lectures & Presentations section).

*Faculty Exposition of Scholarship and Sponsored Research, Sonoma State University*: I shared my research with colleagues and students at this event in 2006, 2007 and 2010.

## Teacher Education/School of Education

*Sonoma State Advancement for Bilingual Educators (SSABE)*, Spanish curriculum consultant (2017-to present) for \$200,000 Integrated Program Grant from the California Commission on Teacher Credentialing to develop a professional preparation program to provide future bilingual Spanish/English teachers with the opportunity to obtain a bachelor's degree in Spanish or Chicano and Latino Studies while pursuing a Multiple Subjects teaching credential with bilingual authorization.

*Single-Subject Advisory Committee*, member (2010-present).

*Facilitator for SSU School of Education NCATE/CTC Accreditation workshop* (2012).

*PACT (Performance Assessment for California Teachers) Scorer*, for Single-Subject Teaching Credential candidates in World Languages/Spanish (2012).

*School of Education Sabbatical Leave Committee*, member (2011).

*BCLAD Advisory Committee*: to articulate goals for the Bilingual CLAD program at SSU, promote excellence in bilingualism and to provide support to bilingual educators at SSU and in the larger community (2002-2009).

## Curriculum

*General Education Subcommittee of SSU Senate*, appointed as replacement for elected A&H representative on leave (Spring 2010);

*CSU Lower Division Transfer Pattern Committee*, SSU Representative (2004-2005).

## Development

*Search Committee member for Development Officer* (2014).

*Search Committee member for Associate Vice President (AVP) of Development* faculty member appointed by Academic Senate/Structure and Functions (2009).

## Faculty Governance

*Sonoma State Academic Senate*, Arts & Humanities Representative (2003-2007).

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## SERVICE TO THE COMMUNITY (selected)

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**Community panel member, Roseland University Prep High School Portfolio Day:** all-day program at a Santa Rosa public high serving Latin@ students (2013).; a short article and photo feature from the local bilingual newspaper describing the program is available at <http://www.roselandsd.org/view/804.pdf> .

**Cotati-Rohnert Park Unified School District Quality Teacher and Academic Instruction Preservation Measure (Measure D) campaign.** Precinct walking and phone bank work for local non-partisan school funding measure on the ballot (May-June, 2012).

**BCLAD Advisory Committee:** provide support to bilingual educators at SSU and in the larger community [see Service to University above] (2002-2009).

**District English Learner Advisory Committee (DELAC):** School site representative from Evergreen Elementary School to Cotati-Rohnert Park Unified School (2004-2007).

**English Learner Advisory Committee (ELAC):** member at Evergreen Elementary School, Cotati-Rohnert Park Unified School District (2003-2006).