

UJU ANYA

Assistant Professor of Second Language Learning, Department of Curriculum & Instruction
Research Affiliate, Center for the Study of Higher Education
The College of Education at Pennsylvania State University
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EDUCATION

- 2011 Ph.D., Applied Linguistics
 University of California, Los Angeles
- 2001 M.A., Brazilian Studies
 Brown University
- 1998 B.A., Romance Languages
 Dartmouth College

ACADEMIC APPOINTMENTS

- 2016-
present **Assistant Professor of Second Language Learning**, Department of Curriculum & Instruction
Research Affiliate, Center for the Study of Higher Education
The College of Education at Pennsylvania State University
- Research participation and retention of African American students in language and study abroad programs through Afrodiasporic cultural connections in Brazil, across Latin America, and the Caribbean. Conduct critical research on anti-Black racism in world language curriculum and instruction and make proposals of critical race pedagogies for more effective, inclusive, and anti-racist language teaching. Research strategic translanguaging and multilingual practices in language education. Advise doctoral students, teach graduate/undergrad courses in second language learning, language education, applied linguistics, with focus on race, gender, sexual, and social class identities in the language classroom. Supervise graduate teaching assistants of 10-section undergrad course on English language learners in U.S. schools. Supervise English learner online tutoring service-learning program for undergrads in partnership with Hazleton, PA Integration Project, and School District of Philadelphia. Co-designed and co-lead annual interdisciplinary undergraduate study abroad program in Oaxaca, Mexico.
- 2012-2016 **Assistant Professor of Clinical Education**
Rossier School of Education at The University of Southern California
- Designed and taught courses in language learning theory, pedagogy, and language education policy in doctoral and master-level programs. Coordinated, trained, and supervised instructional and credential candidate support activities of adjunct and fulltime faculty staff of language teacher training courses. In partnership with Knowledge Delivery Systems, Inc., designed, developed, and taught online course entitled “Facilitating Learning for Speakers of Non-Standardized English” for a K-12 teacher Equity Educator Certificate professional development program.

- 2013 **Visiting Assistant Professor & Director, Portuguese Language Study Abroad**
 Summer Dartmouth College Department of Spanish and Portuguese
 Led 18 students on study abroad and homestay program to learn Portuguese in a uniquely Afro-Brazilian experience in Salvador, Bahia, Brazil. Served as Program Director and taught course on Brazilian literature. Supervised instructional activities of on-site Portuguese language and Afro-Brazilian history and culture course faculty. Managed program budget including expenditures for program participant tuition, housing, local instructor salary, cultural activities, excursions, fees, and incidentals.

RESEARCH GRANTS

- 2020 **Principal Investigator** (in preparation). “Creating greater opportunities and success for African American Students in postsecondary language education” Institute of Education Sciences – \$522,167.
- 2018 **Co-Investigator & Expert Consultant** (awarded). “Improving Spanish-language teacher retention and success among Black Spanish-language learners: An HSI-HBCU collaboration.” (Melissa Baralt, PI) National Endowment for the Humanities – \$100,000.
- 2017 **Principal Investigator** (awarded). “Multilingualism for inclusiveness, communication, and change: A benchmarking project to improve racial equity in language instruction” (Alicia Dowd, Co-PI). Research initiation grant, PSU College of Education – \$9,000.
- 2017 **Principal Investigator** (awarded). “Translanguaging for foreign language pedagogy: Merging two worlds in theory and practice.” Research initiation grant PSU Curriculum & Instruction Dept. – \$5000
- 2010 **Co-Investigator** (awarded). Grant for collaborative research, writing retreat for 2010 *Issues in Applied Linguistics* Special Edition on Language Identities and Diversity (Olga Yokoyama, PI). University of California Humanities Research Institute – \$10,000.
- 2008 **Principal Investigator** (awarded). Grant to design and evaluate English as a second language experiential and service-learning courses. UCLA Office of Instructional Development – \$8,000.
- 2001 **Principal Investigator** (awarded). James B. Reynolds Alumni Fellowship for International Research to study civil rights and education projects of the Geledés Institute of the Black Woman in São Paulo, Brazil. Dartmouth College – \$14,000.

CONFERENCE GRANTS

- 2019 **Co-Principal Investigator** (awarded). “Centering Black students in PK-12 language education.” (Nelson Flores, Tia Madkins Co-PIs). Gathering scholars and practitioners from PK-12 dual language, world language, and English as a Second Language education to address the low rates of participation and advancement of Black students in language education. Spencer Foundation – \$50,000.
- 2018 **Co-Principal Investigator** (awarded). “Envisioning racial equity on college campuses: Bridging research-to-practice gaps for institutional transformation.” (Royel Johnson, Liliana Garces Co-PIs). Spencer Foundation – \$50,000.

PROGRAM INITIATION GRANTS

- 2019 **Faculty Lead** (awarded). “Boundary Work in Oaxaca, Mexico: Advocacy & Education in Multilingual Spaces.” Grant to create new study abroad program in Mexico and provide scholarship for underrepresented student participants. (Elizabeth Smolcic, Co-Faculty Lead). Penn State Equal Opportunity Planning Committee – \$19,150.
- 2019 **Faculty Lead** (awarded). Travel grant for site exploration visit to Oaxaca, Mexico to implement new “Boundary Work in Oaxaca, Mexico: Advocacy & Education in Multilingual Spaces” study abroad program. (Elizabeth Smolcic, Co-Faculty Lead). Penn State Global Programs – \$3,000.

CONSULTING

- 2020 Contracted to design and facilitate online professional development course on “Languaging Identities in Intercultural Communication” for higher education administrator members of the Center for the Study of Higher Education’s Academic Leadership Academy due to COVID-related programming readjustments.
- 2019 Contracted to design and lead a half-day professional development workshop for faculty at the Rice University Center for Languages and Intercultural Communication on the topic of anti-racism, equity-mindedness, and inclusivity in world language education.
- 2019 Provided training in intercultural communication for faculty and administrative leaders from universities in India as part of the Center for the Study of Higher Education Leadership Development Program team.
- 2015-2018 Annual contract to lead quarterly intercultural communication seminars for the Dartmouth College Rockefeller Center Global Leadership Program. Work included designing a program for Center staff and undergraduate students to participate in a two-week international affairs study visit to São Paulo, Brazil.
- 2015 As Faculty Professional Development Consultant, assisted Soka University Japan to transform undergraduate and graduate academic programs into English medium instruction and trained faculty at Tokyo campus to teach science, journalism, law, nursing, other content areas in the English language.
- 2014 In collaboration with US Scitech China Education Promotion Association, advised K-12 schools in Beijing, China to create English teacher training partnerships. Advised school superintendents and university administrators on training programs for Chinese government English education initiatives.

TEACHING

Graduate and Undergraduate Courses

CI 530 – Race, Gender, Sexuality, and Social Class in Second Language Learning

Graduate seminar on the collaborative construction and negotiation of race, ethnicity, gender, sexuality, and social class in second language learning, with special consideration on how inequity in multilingual contexts challenge values of multiculturalism in education.

LLED 590 – Language, Culture, & Society Program Doctoral Colloquium

Graduate colloquium for first-year doctoral students in Language, Culture and Society, English Language Arts, Second Language Education, Children’s Literature, and Social Studies Education to support them in shaping research interests, becoming a member of a scholarly community, and maintaining a healthy work-life balance.

CI 602 – Supervised Experiences in College Teaching

Supervise graduate teaching assistants (TAs) of undergraduate course on English learners in U.S. schools. Activities include observations, syllabus revision, discussions on lesson planning, class management, equity and inclusion.

CI 280 – Introduction to Teaching English Learners

Supervise 10-section 250-student undergraduate course on teaching English language learners in U.S. school contexts. Teach one section and supervise lecturers and graduate assistants teaching others. Two sections include embedded field experiences providing online tutoring for K-12 school children in Hazleton and Philadelphia, PA school districts.

CI 497A & CI 497B – Boundary Work in Oaxaca, Mexico

Course and Study Abroad Program Partnership with La Universidad Autónoma Benito Juárez de Oaxaca to teach undergraduate courses with study abroad and homestay experience in multilingualism, indigenous and Afro-Mexican history and traditions, and intercultural exchange in Oaxaca City, Mexico, surrounding regions, and Costa Chica.

Doctoral Advisees (Home Department, Curriculum and Instruction)

Admitted, 2019 – Dominique Murdock, Bunton-Waller Fellowship awardee (advanced to candidacy)
 Admitted, 2019 – Valentino Rahming, Mexico Study Abroad Graduate Assistantship awardee (advanced to candidacy)
 Admitted, 2018 – Anneka Fraser, Bunton-Waller Fellowship awardee (ABD)
 Admitted, 2017 – Michelle Brown, Science 20/20 Graduate Assistantship awardee (ABD)
 Admitted, 2014 – Andrea Kolb, (ABD)

Doctoral Committees (Home and Other Departments)

2019-present	Co-Chair – Doctoral Committee PhD Candidate Michelle Brown, Curriculum and Instruction Title: “Productive Interrogations of Racism with a white 2nd Grade Teacher”
2018-present	Chair – Doctoral Committee PhD Candidate Andrea Kolb, Curriculum and Instruction Title: “Engaging English learners in social justice-oriented democratic discussions”
2019-present	Member – Doctoral Committee PhD Candidate Megan Lynch, Curriculum and Supervision Title: “Social justice-oriented teaching within a professional development school”
2019-present	Member – Doctoral Committee PhD Candidate Su Yin Khor, Applied Linguistics Title: “Academic literacy socialization of women migrants in English courses”
2018-present	Member – Doctoral Committee PhD Candidate Marlon Fernández Castro, Education Policy Studies Title: “Language socialization in equity-focused communities of practice”
2018-present	Member – Doctoral Committee for PhD Candidate Nicolas Doyle, Applied Linguistics Project Title: “Preparing volunteers to navigate adult ESL literacy instruction”
Defense: 2/28/2020	Member – Doctoral Committee PhD Candidate Branden Elmore, Education Policy Studies Title: “Identity negotiation among Black administrators at PWIs”

- Defense: Member – Doctoral Committee for PhD Graduate Marika Criss Hall, Applied Linguistics
8/28/2020 Title: “You are the business card of your own subject, so if you’re a pedagogical Gestapo you don’t have a subject anymore:” Issues in Finnish language education in policy and practice
- Defense: Member – Doctoral Committee for PhD Graduate Anya Wallace, Art Education/Women’s Studies
6/10/2019 Title: “Curving spacetime: On performance, pleasure, and the imaginary in Black girlhood”

TEACHING AT PREVIOUS INSTITUTIONS

- 2008-2012 **Lecturer, Applied Linguistics & Teaching English as a Second Language (TESL)**
UCLA Department of Applied Linguistics
Taught graduate, undergraduate applied linguistics, TESL, and service-learning in TESL courses. Taught graduate, undergraduate ESL courses on academic writing and research skills.
- 2005-2007 **Lecturer, Spanish and Portuguese Languages**
UCLA Department of Spanish and Portuguese
Designed, taught intermediate Portuguese and Spanish language courses with communicative focus.
- 2003-2005 **Master Teacher**
Rassias Center for World Languages and Cultures
Designed, taught English language immersion course for executives in Tokyo Japan, Portuguese language for U.S. executives in Brazil. Portuguese language, Brazilian cultural awareness for Yarmouth, MA police.
- 2001 **Visiting Lecturer, Portuguese Language**
Dartmouth College Department of Spanish and Portuguese
Coordinated curriculum and instruction for Portuguese program, innovating multimedia tools, inquiry, social emphasis, critical language studies. Introduced focus on Afro-Brazilian culture for language learning.
- 1998-1999 **Teaching Fellow**
Phillips Academy Andover
Taught introductory, intermediate-level high school immersion Spanish classes. Residence hall advisor.

HONORS AND AWARDS

- 2020 Penn State College of Education Outstanding Teaching Award
- 2019 American Association for Applied Linguistics First Book Award
- 2019 ACTFL/Middlebury Research Forum Invited Scholar
- 2015 USC Rossier School of Education Faculty Teaching and Mentoring Award
- 2010 Dartmouth College Thurgood Marshall Dissertation Fellowship
- 2010 UCLA Graduate Division Dissertation Year Fellowship (declined)
- 2008 Centro Latino for Literacy Manos Amigas Volunteer of the Year Award
- 2007 Eugene Cota-Robles Fellowship for Doctoral Studies at UCLA
- 1999 Irene Diamond Fellowship for Graduate Study at Brown University
- 1998 Phillips Academy Andover Spanish Teaching Fellowship

PUBLICATIONS

Books

Johnson, R., Anya, U., Garces, L., eds. (contracted, full manuscript under peer review). *Racial equity on college campuses: Connecting research and practice*. SUNY Press.

Anya, U. (2017). *Racialized identities in second language learning: Speaking Blackness in Brazil*. Routledge. Winner, 2019 American Association for Applied Linguistics First Book Award recognizing a scholar whose first book represents outstanding work that makes an exceptional contribution to the field.

Peer-Reviewed Journal Articles

Anya, U. & Kinginger, C. (in preparation). A critical race analysis of Black women's experiences in study abroad.

Anya, U. (in preparation). Black sojourners abroad: Challenges and opportunities for promoting world language and study abroad program participation among African American students.

Anya, U. (in preparation). Linguaging Black Manhood in Brazil: How an African American study abroad participant negotiates race, gender, and sexuality learning Portuguese.

Anya, U. (under review). Critical race pedagogy for more effective and inclusive world language teaching, *Applied Linguistics* (social justice in applied linguistics special issue).

Anya, U. (under review). The taquito hotseat: Socializing monolingual bias through error correction practices in a Portuguese language classroom. *Foreign Language Annals*

Anya, U. (2020). African Americans in world language study: The forged path and future directions, *Annual Review of Applied Linguistics*, 40, 97-112.

Anya, U. (2011) Connecting with communities of learners and speakers: Integrative ideals, experiences, and motivations of successful Black second language learners. *Foreign Language Annals*, 44(3), 441-466.

Anya, U., et al. (2010). Languages, identities, and accents: Perspectives from the 2010 Linguistic Diversity Conference. *Issues in Applied Linguistics*, 18(2), 1-13.

Book Chapter

Anya, U. (in press). When the foreign is very familiar: An Afro-Dominican-American woman's experience translanguaging race, ethnicity, and cultural heritage learning Portuguese in Brazil. In E. Trentmann & W. Diao (eds.), *The multilingual turn for study abroad*. Multilingual Matters.

Publications for Professional Organizations

Anya, U., et al. Improving Spanish language teacher retention and success among Black Spanish-language learners: An HSI-HBCU collaboration. Commissioned paper for the Consortium of Latin American Studies Programs (CLASP). Available at: <http://claspprograms.org/pages/detail/43/Publications>

Anya, U. & Randolph, L.J. (Oct/Nov, 2019). Diversifying language educators and learners. The Language Educator. American Council on the Teaching of Foreign Languages (ACTFL). Available at: https://www.actfl.org/sites/default/files/tle/TLE_OctNov19_Article.pdf

Encyclopedia Entries

Anya, U. (2018). Race and ethnicity in teacher education. In *The TESOL Encyclopedia of English Language Teaching*. Wiley-Blackwell.

Crawford, J. & Anya, U. (2018). English Language Fellows and Fulbright Scholars. In *The TESOL Encyclopedia of English Language Teaching*. Wiley-Blackwell.

Peer-Reviewed Journal and Book Series Editing

Series Co-Editor – de Gruyter Critical Approaches in Applied Linguistics

Editorial Board Member – *Annual Review of Applied Linguistics*, 2019-present;
Applied Linguistics, 2017-present

Co-Editor – *Issues in Applied Linguistics*, Vol. 18(2) Special Edition on Language Identities & Diversity

Selected Conference Presentations

Anya, U. (2019). Creating greater opportunities and success for African American Students in postsecondary language education. Research project proposal presented at 2019 East Coast Organization of Language Testers Annual Conference.

Anya, U. (2019). The taquito hotseat: Socializing monolingual bias through error correction practices in a Portuguese language classroom. Paper presented at the 2019 Annual International Conference on Integrationism and Philosophies of Language.

Anya, U. (2019). Black sojourners abroad: Challenges and opportunities for promoting foreign language and study abroad program participation among African American students. Paper presented at 2019 American Association for Applied Linguistics Annual Conference.

Anya, U. & Fernández Castro, M. (2019). Multilingualism for inclusiveness, communication, and change: A benchmarking project to improve racial equity in language instruction. Paper presented at 2019 American Association for Applied Linguistics Annual Conference.

Anya, U. (2018). When the foreign is very familiar: An Afro-Dominican-American woman's experience translanguaging race, ethnicity, and cultural heritage learning Portuguese in Brazil. Paper presented at 2018 American Association for Applied Linguistics Annual Conference.

Anya, U. (2017). Empowering stories and counter-narratives for racial equity work in higher education. Symposium at 2017 Annual Conference, Association for Study of Higher Education.

Anya, U. (2017). Negra, morena, or maybe pretinha: Choices African Americans make in self-categorization when speaking Blackness in Brazil. Paper presented at 2017 International Association of Applied Linguistics Annual Conference.

Anya, U. (2017). Non-native speaking teacher identities, intercultural communication, and ethnic bias in the online English language classroom. Paper presented at the 2017 International Association of Applied Linguistics Annual Conference.

- Anya, U. (2016). *Languaging Blackness in study abroad interactions: A discourse analysis perspective*. Paper presented at 2016 American Association for Applied Linguistics Annual Conference.
- Anya, U. (2014). *Languaging Black manhood in Brazil: How an African American study abroad participant negotiates race, ethnicity, gender, and sexuality learning Portuguese*. Paper presented at 2014 American Association for Applied Linguistics Annual Conference.
- Anya, U. (2010). *Social issues in applied linguistics: Critical perspectives on language teaching, research, and civic engagement*. Co-vice chair, co-organizer, panelist at UCLA Applied Linguistics Public Conference – Linguistic Diversity in American Classrooms: Perspectives on Accent, Grammar, and Fluency.

INVITED LECTURES AND CONFERENCE PLENARIES

- 2020 “Racismo e ensino de português como língua estrangeira” / Racism and Portuguese language teaching Universidade Federal do Sul da Bahia (UFSB), Palestra do Dia da Consciência Negra do Grupo de Pesquisa Linguagem e Racismo / Federal University of Southern Bahia Language and Racism Research Group Day of Black Consciousness Lecture
- 2020 “Social Justice in applied linguistics: Critical perspectives on language teaching, research, engagement” San Diego State University, The Paulo Freire Lecture on Education and Social Transformation at The Behner Stiefel Center for Brazilian Studies
- 2020 “Critical race pedagogy for language teaching” Middlebury Institute of International Studies at Monterey, **Plenary Address** for the 2020 Symposium on World Language Education
- 2020 “Black Americans in Black Brazil: New language identities in study abroad” American Organization of Teachers of Portuguese, **Plenary Address** for the IX-EMEP Encontro Mundial sobre o Ensino de Português / World Meeting on Teaching Portuguese
- 2020 “Interrogating color-evasive ideas and values in language education” American Council on the Teaching of Foreign Languages, **Plenary Address** for the 2020 ACTFL/Middlebury Research Forum
- 2020 “Understanding the identities, motivations, investments of minoritized students learning a new language” George Mason University, Annual Jeffery Chamberlain Lecture of the Department of Modern and Classical Languages (Canceled due to COVID-19)
- 2020 “The role of racialized identities in the Spanish language classroom: Supporting our Black students” Harvard University, Invited lecture and workshop at Instituto Cervantes & The Observatory of the Spanish Language and Hispanic Cultures in the United States
- 2019 “Speaking Blackness in Brazil: The experiences of African Americans learning Portuguese in an Afro-Brazilian city” Universidade da Integração Internacional da Lusofonia Afro-Brasileira (UNILAB) / The University for International Integration of the Afro-Brazilian Lusophony, invited lecture on campus in Bahia, Brazil.

- 2019 “Analyzing language program materials for equity-minded practices”
Rice University, Invited lecture/workshop at the Center for Languages and Intercultural Communication
- 2019 “Race matters in learning new languages: The case of African Americans in Brazil”
Davidson College, Invited lecture at the Department of Educational Studies
- 2019 “Racialized identities in the learning of a second language”
Florida International University, invited Lecture at the Department of Modern Languages, Kimberly Green Latin American and Caribbean Center.
- 2018 “Black sojourners in Brazil: Study abroad and transformative socialization”
Swarthmore College, invited lecture at the Modern Languages and Literatures Department
- 2018 “Interrogating notions of ‘colorblind’ language studies”
Carnegie Mellon University, invited lecture at the Department of Modern Languages
- 2014 “Speaking our selves in another language”
UC Santa Barbara Applied Linguistics Speaker Series
- 2011 “Race, gender, sexual, and social class identities in second language learning”
UCLA Friends of Applied Linguistics Public Lecture Series

SELECTED CONTRIBUTIONS AS A PUBLIC INTELLECTUAL

YouTube Videos

“Aprendizado de Idiomas para Unir Negros de Todas as Américas” / Language Learning to Unite Black People from All the Americas. Bilingual chat in Portuguese and English on various topics with Afro-Brazilian YouTuber and English teacher LevviTalk who produces English language learning content with communications, connections, vocabulary highlights, guests, activities, and more centered within the Black Brazilian and Afro-diasporic experience.

[LevviTalk Bilingual Chat](#)

“Dr. Uju Anya Lectures at FMU” on identities and investments of African American students learning a new language

[FMU Lecture](#)

“About Book Editing Process” Video for the American Association for Applied Linguistics Graduate Student Council

[Book Editing Process](#)

“Language Learning Theory and Teaching Online” Video for USC Rossier MAT-TESOL program pre-service teachers

[Language Teaching Online](#)

Multilingual Community Building on Twitter

After my polyglot challenge video went viral ([Polyglot Challenge Video Tweet](#)), many people observing stay home directives to curb the spread of COVID-19 messaged me asking for ideas and support in learning new languages during “lockdown.” So, I began the #LockdownLanguageChat hashtag for people to connect with others on Twitter and find language speaking partners for reciprocal conversation exchange and friendship. [#LockdownLanguageChat Thread](#)

Some Educational Tweets and Threads

History and significance of Anastácia, enslaved Black Brazilian woman in iron face torture device whose image a white U.S. woman used in anti-mask protest with a sign about muzzled dogs and slaves (thread in English with pictures)

[Anastácia Thread](#)

Color-evasiveness and anti-Blackness in Spanish language textbooks (thread in English with pictures)

[Anti-Blackness in Spanish Textbooks Thread](#)

Structural and systemic racism in Brazil (thread in Portuguese with video and pictures)

[Systemic Racism in Brazil Thread](#)

Anti-Black racism and systemic exclusion of African Americans from language education (tweet in English with video and links to journal article and American Association for Applied Linguistics webinar)

[Anti-Black Racism in Language Education Tweet](#)

Racism/colorism in Brazil and the 136 different words for skin color reported when the national census allowed Brazilians self-identification outside provided categories (tweet in Portuguese with image of a table with the words)

[136 Brazilian Words for Skin Color Tweet](#)

Interviews

Chasing Encounters Podcast Season 4, Episode 3, Policing Language ft. Dr. Uju Anya

[Chasing Encounters Podcast with Dr. Uju Anya](#)

I Am African Podcast Season 2, Episode 21, Why Africans Don't Have the Black Perspective ft. Dr. Uju Anya

[I Am African Podcast with Dr. Uju Anya](#)

Trendcast Podcast Season 3, Episode 55, O Racismo em Muitas Línguas/Racism in Many Languages ft. Dr. Uju Anya

[Trendcast Podcast with Dr. Uju Anya](#)

Anyá, U. (2019). Expert Q&A corner with Dr. Uju Anya, Topic: primary language support for English learners.

Everybody's Kids: News for All Pennsylvania Educators of English Learners. [PA Educator News Interview](#)

SERVICE

Faculty Committee Membership

2019-present Member – Curricular Affairs Committee, Department of Curriculum & Instruction

2018-present Member – Commission on Lesbian, Gay, Bisexual, Transgender, & Queer Equity

2018-present **Founding Member** – Pennsylvania State University College of Education Equity Team

2017-2019 Member – Pennsylvania State University College of Education Faculty Council

2017-2018 Member – Pennsylvania State University Committee on Racial/Ethnic Diversity

2017-2018 **Founding Member** – Equity, Justice, & Sustainability Roundtables Faculty Collective

Professional Organization Committee Membership

2019-present Member – American Association for Applied Linguistics Outreach Committee

2019-present Member – American Council on the Teaching of Foreign Languages Research & Assessment Committee

Service to the Profession

2020-present **American Language Fellow** – Collaborate with American Councils for International Education to publish *America's Languages Guide to Leading Programs and Practices in U.S. Language Education*

2019 Panelist – Dartmouth College 250th Anniversary Symposium “From Dartmouth alum to faculty of color: How the liberal arts help diversify the profession”

Service to the Field as a Manuscript Reviewer

2020-present *Hispania*

2020-present *Journal of Black Studies*

2019-present *Studies in Second Language Acquisition*

2019-present *Ethnicities*

2018-present *Heritage Language Journal*

2017-2019 *Issues in Hispanic and Lusophone Linguistics*

2016-2019 *Review of Educational Research*

2015-2016 *Language Sciences*

2014-2016 *Critical Inquiry in Language Studies*

2010-2012 *Issues in Applied Linguistics*

PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics (AAAL)

American Association of Teachers of Spanish and Portuguese (AATSP)

American Council on the Teaching of Foreign Languages (ACTFL)

American Educational Research Association (AERA)

International Association of Applied Linguistics (AILA)

Modern Language Association (MLA)

Teachers of English to Speakers of Other Languages (TESOL)

LANGUAGE EXPERTISE

Portuguese ACTFL Distinguished (equivalent to a highly educated native speaker)

Spanish ACTFL Superior (advanced vocational proficiency)

Italian ACTFL Intermediate High (limited vocational proficiency)

Russian ACTFL Intermediate low (basic proficiency)

Igbo Heritage language with social understanding