



STATE OF UTAH INTERAGENCY DATA SHARING AGREEMENT

UTAH STATE BOARD OF EDUCATION

PARTIES: This Interagency Data Sharing Agreement (“Agreement”) is between the Utah State Board of Education, referred to as “USBE” or “Board”, and the following Agency “Agency”, each individually a “Party” and together the “Parties”.

University of Utah				
Name of Agency				
LANGUAGES & COMMUNICATIONS BLDG				
255 S CENTRAL CAMPUS DR., RM 1930				
Address				
Salt Lake City	Utah	84112	fernando.rubio@utah.edu	801-581-6729
City	State	Zip	Email	Phone
https://l2trec.utah.edu/				
Website				
Karl Bowman, World Languages & Dual Language Immersion Specialist			801.538.7743	karl.bowman@schools.utah.gov
USBE Sponsor Name		Sponsor Phone		Sponsor Email

AGREEMENT PERIOD: Effective Date: 4/1/2020 Termination Date: 4/1/2025 unless terminated early or extended in accordance with the terms and conditions of this Agreement. Renewal options (if any): _____.

ATTACHMENT A: State of Utah Standard Terms and Conditions for Data Sharing

ATTACHMENT B: Scope of Data Sharing

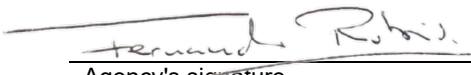
ATTACHMENT C: Additional Scopes of Data Sharing if applicable

Any conflicts between Attachment A and the other Attachments will be resolved in favor of Attachment A.

Each signatory below represents that he or she has the requisite authority to enter into this Agreement.

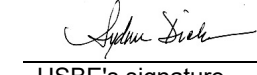
IN WITNESS WHEREOF, the Parties sign and cause this Agreement to be executed.

AGENCY SIGNATORY

 March 20, 2020
 Agency's signature Date

Fernando Rubio, Director
 Type or Print Name and Title

UTAH STATE BOARD OF EDUCATION

 01/04/2023
 USBE's signature Date

Sydnee Dickson, State Superintendent of Public Instruction
 Type or Print Name and Title

<u>Whitney Phillips</u>	<u>801-538-7523</u>	<u> </u>	<u>Whitney.phillips@schools.utah.gov</u>
USBE Contact Person	Telephone Number	Fax Number	Email

ATTACHMENT A: STATE OF UTAH STANDARD TERMS AND CONDITIONS FOR DATA SHARING

1. **DEFINITIONS:** The following terms shall have the meanings set forth below:
 - 1.1. "**Authorized Persons**" means Agency's employees, officers, partners, Subcontractors or other agents of Agency who require access to Data and who have a legitimate educational interest in the education records to enable the Agency to perform its responsibilities under this Agreement.
 - 1.2. "**Agreement Signature Page(s)**" means the State of Utah cover page(s) that the USBE and Agency signed.
 - 1.3. "**Data**" includes Student Personally Identifiable Information and Educator Data, and may also include Confidential Information.
 - 1.4. "**Data Steward**" means the entity responsible for combining two Data sets from different sources, and managing the resultant Data set. If a USBE Data system is being used, then USBE is the Data Steward. If another entity is doing the calculations or derivations, then that entity becomes the Data Steward.
 - 1.5. "**Destroy**" means to remove Data such that it is not maintained in retrievable form and cannot be retrieved in the normal course of business.
 - 1.6. "**Educator Data**" includes, but is not limited to, the educator's name; any unique identifier, including social security number; and other information that, alone or in combination, is linked or linkable to a specific educator.
 - 1.7. "**Incident**" means the potentially unauthorized access to Data that Agency believes could reasonably result in the use, disclosure or theft of Data within the possession or control of Agency or Agency's Subcontractors.
 - 1.8. "**Metadata**" includes all information created manually or automatically to provide meaning or context to other data.
 - 1.9. "**State of Utah**" means the State of Utah, in its entirety, including its institutions, agencies, departments, divisions, authorities, instrumentalities, boards, commissions, elected or appointed officers, employees, agents, and authorized volunteers.
 - 1.10. "**Student Personally Identifiable Information**" or "**PII**" has the same meaning as that found in U.C.A § 53E-9-301, and includes both direct identifiers (such as a student's or other family member's name, address, student number, or biometric number) and indirect identifiers (such as a student's date of birth, place of birth, or mother's maiden name). Indirect identifiers that constitute PII also include metadata or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.
 - 1.11. "**Subcontractors**" means any person or entity that will receive Student Personally Identifiable Information shared as part of this agreement.
 - 1.12. "**Targeted Advertising**" means advertising to a student or student's parent by Agency if the advertisement is based on information or Data Agency collected or received under this Agreement.
2. **GOVERNING LAW AND VENUE:** This Agreement shall be governed by the laws, rules, and regulations of the State of Utah. Any action or proceeding arising from this Agreement shall be brought in a court of competent jurisdiction in the State of Utah. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND REGULATIONS:** At all times during this Agreement, Agency and all Data sharing shall comply with all applicable federal and state constitutions, laws, rules, codes, orders, and regulations, including applicable licensure and certification requirements.
4. **RECORDS ADMINISTRATION:** Agency shall maintain or supervise the maintenance of all records necessary to properly account for Agency's performance under this Agreement. These records shall be retained by Agency for at least six (6) years after termination of this Agreement, or until all audits initiated within the six (6) years have been completed, whichever is later. Agency agrees to allow, at no additional cost, the State of Utah, federal auditors, USBE staff, or their designees, access to all such records during normal business hours and to allow interviews of any employees or others who might reasonably have information related to such records. Further, Agency agrees to include a similar right of the State to audit records and interview staff in any subcontract related to performance of this Agreement.
5. **INDEPENDENT CONTRACTOR:** Agency and Subcontractors, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the USBE or the State of Utah.
6. **NON-FINANCIAL UNDERSTANDING:**
 - 6.1. This Agreement is a non-financial understanding between USBE and Agency. No financial obligation by or on behalf of either of the Parties is implied by a Party's signature at the end of this Agreement.
 - 6.2. The terms of any financial liability that arises from data processing activities carried out in support of the responsibilities covered herein must be negotiated separately and to the mutual satisfaction of the Parties.
 - 6.3. The legal authority for data sharing for specified purposes conveyed by this Agreement cannot be used to support a subsequent claim of implied agreement to financial obligation.
7. **COST (OPTIONAL):** Agency agrees to pay fees in the amount of \$ _____ for the preparation or delivery of the Data (this payment may be required in advance). Payment shall be made to:
8. **AGENCY RESPONSIBILITY:** Agency is solely responsible for fulfilling the Agreement. Agency shall be the sole point of contact regarding all contractual matters. Agency must incorporate Agency's responsibilities under this Agreement into every subcontract with its Subcontractors. Moreover, Agency is responsible for its Subcontractors compliance under this Agreement.
9. **INDEMNITY:** Both Parties to this Agreement are governmental entities as defined in the Governmental Immunity Act of Utah, U.C.A. § 63G-7-101 et. seq. This Agreement shall not be construed as a waiver by either or both Parties of any rights, limits, protections, or defenses provided by the Act. This Agreement shall not be construed as a waiver of any governmental immunity to which a Party to this Agreement is otherwise entitled. Each Party will be responsible for its own actions or negligence and will defend against any claims or lawsuits brought against it. There are no indemnity obligations between these Parties.
10. **EMPLOYMENT PRACTICES:** Agency agrees to abide by any other laws, regulations, or orders that prohibit the discrimination of any kind by any of Agency's employees.
11. **AMENDMENTS:** This Agency may only be amended by the mutual written agreement of the Parties, which amendment will be attached to this Agreement. Automatic renewals will not apply to this Agreement, even if identified elsewhere in this Agreement.
12. **TERMINATION:** This Agreement may be terminated, with cause by either Party, in advance of the specified expiration date, upon written notice given by the other Party. The party in violation will be given ten (10) days after written notification to correct and cease the violations, after which this Agreement may be terminated for cause immediately and subject to the remedies below. This

Agreement may also be terminated without cause (for convenience), in advance of the specified expiration date, by the USBE, upon thirty (30) days written termination notice being given to the Agency. The USBE and the Agency may terminate this Agreement, in whole or in part, at any time, by mutual agreement in writing.

12.1. Following the termination of this Contract, USBE reserves the right to request a complete and secure (i.e. encrypted and appropriately authenticated) download file of all data, including, but not limited to, all Data, schema and transformation definitions, or delimited text files with documented, detailed schema definitions along with attachments in its native format. After USBE has been provided and confirmed as acceptable a complete download, or declines a download and requests immediate destruction, Contactor shall Destroy all Data collected, generated, or inferred as a result of this Contract. Should USBE not request a complete download, Contractor shall Destroy the Data immediately after thirty (30) days post termination of the Contract. The Contractor shall notify USBE in writing of the date upon which all of the Data is destroyed.

- 13. CHANGES IN LAW:** Upon thirty (30) days written notice delivered to the Agency, this Agreement may be terminated in whole or in part at the sole discretion of the USBE, if the USBE reasonably determines that a change in Federal or State legislation or applicable laws materially affects the ability of either Party to perform under the terms of this Agreement.
- 14. RESERVED.**
- 15. PUBLIC INFORMATION:** Agency agrees that this Agreement shall be a public document and may be available for public and private distribution in accordance with the State of Utah's Government Records Access and Management Act (GRAMA). Agency gives the USBE and the State of Utah express permission to make copies of this Agreement in accordance with GRAMA. The USBE and the State of Utah are not obligated to inform Agency of any GRAMA requests for disclosure of this Agreement.
- 16. OWNERSHIP IN INTELLECTUAL PROPERTY:** The USBE and Agency each recognizes that each has no right, title, or interest, proprietary or otherwise, in the intellectual property owned or licensed by the other, unless otherwise agreed upon by the Parties in writing.
- 17. ASSIGNMENT:** Agency may not assign, sell, transfer, subcontract or sublet rights, or delegate any right or obligation under this Agreement, in whole or in part, without the prior written approval of the USBE.
- 18. REMEDIES:** Any of the following events will constitute cause for the USBE to declare Agency in default of this Agreement: (i) Agency's non-performance of its contractual requirements and obligations under this Agreement; or (ii) Agency's material breach of any term or condition of this Agreement. The USBE may issue a written notice of default providing a ten (10) day period in which Agency will have an opportunity to cure. Time allowed for cure will not diminish or eliminate Agency's liability for damages. If the default remains after Agency has been provided the opportunity to cure, the USBE may do one or more of the following: (i) exercise any remedy provided by law or equity; (ii) terminate this Agreement; (iii) impose liquidated damages, if liquidated damages are listed in this Agreement; or (iv) demand a full refund of any payment that the USBE has made to Agency under this Agreement for Procurement Item(s) that do not conform to this Agreement.
- 19. FORCE MAJEURE:** Neither Party to this Agreement will be held responsible for delay or default caused by fire, riot, act of God, and/or war which is beyond that Party's reasonable control. The USBE may terminate this Agreement after determining such delay will prevent successful performance of this Agreement.
- 20. PUBLICITY:** Agency shall submit to the USBE for written approval all advertising and publicity matters relating to this Agreement. It is within the USBE's sole discretion whether to provide approval, which approval must be in writing.
- 21. WAIVER:** A waiver of any right, power, or privilege shall not be construed as a waiver of any subsequent right, power, or privilege.
- 22. SUSPENSION OF WORK:** Should circumstances arise which would cause the USBE to suspend Agency's responsibilities under this Agreement, but not terminate this Agreement, this will be done by formal written notice pursuant to the terms of this Agreement. Agency's responsibilities may be reinstated upon advance formal written notice from the USBE.
- 23. CHANGES IN SCOPE:** Any changes in the scope of the services to be performed under this Agreement shall be in the form of a written amendment to this Agreement, mutually agreed to and signed by both Parties, specifying any such changes, fee adjustments, any adjustment in time of performance, or any other significant factors arising from the changes in the scope of services.
- 24. DISPUTE RESOLUTION:** Prior to either Party filing a judicial proceeding, the Parties agree to participate in the mediation of any dispute. The USBE, after consultation with Agency, may appoint an expert or panel of experts to assist in the resolution of a dispute. If the USBE appoints such an expert or panel, USBE and Agency agree to cooperate in good faith in providing information and documents to the expert or panel in an effort to resolve the dispute.
- 25. ORDER OF PRECEDENCE:** In the event of any conflict in the terms and conditions in this Agreement, the order of precedence shall be: (i) this Attachment A; (ii) Attachment B; (iii) Agreement Signature Page(s); (iv) the State of Utah's additional terms and conditions, if any; (v) any other attachment listed on the Agreement Signature Page(s); and (vi) Agency's terms and conditions that are attached to this Agreement, if any. Any provision attempting to limit the liability of Agency or limit the rights of the USBE or the State of Utah must be in writing and attached to this Agreement or it is rendered null and void.
- 26. SURVIVAL OF TERMS:** Any terms that by their nature would survive the expiration of, completion, or termination of this Agreement shall survive.
- 27. SEVERABILITY:** The invalidity or unenforceability of any provision, term, or condition of this Agreement shall not affect the validity or enforceability of any other provision, term, or condition of this Agreement, which shall remain in full force and effect.
- 28. ERRORS AND OMISSIONS:** Agency shall not take advantage of any errors and/or omissions in this Agreement. Agency must promptly notify the State of any errors and/or omissions that are discovered.
- 29. ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the Parties and supersedes any and all other prior and contemporaneous agreements and understandings between the Parties, whether oral or written.
- 30. CONFIDENTIALITY GENERAL PROVISIONS:**
 - 30.1.** USBE reserves all right, title, and interest, including all intellectual property and proprietary rights, in and to system data, Data, and all related data and content.
 - 30.2.** This Agreement applies to all data sharing between Agency and USBE. Specific data to be shared are outlined in the Attachments, along with the purpose of data sharing, data ownership and conditions and/or regulations governing the usage of the shared data, requirements for shared data retention/destruction, and Party processes for implementing these actions.

- 30.3. USBE and Agency enter into this Agreement to share and exchange Data for the purposes of conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
- 30.4. This Agreement will be reviewed, updated, and approved on an annual basis.
- 30.5. Agency shall comply with all applicable laws and regulations including but not limited to FERPA, the Utah Family Education Rights and Privacy Act, Utah Code § 53E-9-2 (“UFERPA”), and the Individuals with Disabilities Educational Act, 30 U.S.C. §1400 et seq. and 34 C.F.R. Part 300 (“IDEA”).
- 30.6. Agency shall, upon written request, permit USBE or its designated representatives to perform an assessment, audit, examination, or review of all of Agency’s sites and environments in order to confirm Agency’s compliance with this Agreement; associated Agency or Scopes of Work; and applicable laws and regulations.
- 30.7. During the term of this Agreement, if USBE requests the Destruction of PII collected, generated or inferred as a result of this Agreement, the Agency shall Destroy the information within five (5) calendar days after the date of the request. Agency shall provide USBE with written confirmation of the date the data was Destroyed.
- 30.8. USBE retains the right to use the established operational services to access and retrieve Data stored on Agency’s infrastructure at its sole discretion.
- 31. DATA ACCURACY:**
- 31.1. The Data provided are the best and most complete documentation available. USBE does not ensure 100% accuracy of all records and fields. Some data fields, including those that are not used, may contain incorrect or incomplete Data. USBE and Agency will report any systematic problems with the Data to the data owner. Data that has been manipulated or re-processed by either USBE or Agency is the responsibility of that Party.
- 32. ACCESS TO DATA:**
- 32.1. Agency shall limit access to Data to Authorized Persons only and shall require a non-disclosure agreement be signed by all Authorized Persons prior to being granted access to Data.
- 32.2. Agency shall maintain past and current lists of all Authorized Persons, maintain each non-disclosure agreement, and shall permit inspection of the same by USBE upon request.
- 32.3. Agency shall maintain an audit trail for the duration of this Agreement, which reflects the granting and revoking of access privileges to Authorized Persons. A copy of this audit trail may be requested by USBE from Agency at any time and shall be provided within 10 days of the USBE request.
- 32.4. Agency shall have strong access controls in place. Agency shall disable and/or immediately delete unused and terminated Authorized Persons’ accounts and shall periodically assess account inactivity for potential stale accounts.
- 32.5. Agency shall provide annual, mandatory privacy and security awareness and training for all Authorized Persons, maintain past and current lists of Authorized Persons that have completed training, and permit inspection of the same by USBE upon request.
- 33. USE AND DISCLOSURE OF DATA:**
- 33.1. Agency shall not collect, use, or share Data beyond the purposes set forth in the Attachments.
- 33.2. Agency shall share Data only for the purposes stated in the Attachments and then only with the Authorized Persons stated in the Attachments.
- 33.3. If Agency seeks to publicly release Data, Agency must aggregate the Data by totaling the Data and reporting it at the group, cohort, school, school district, region, or state level. Agency shall, upon request of USBE, provide USBE with a document that lists the steps and methods the Agency shall use to de-identify the information. Any aggregate data that is publicly released without being redacted using the methods in this section shall be considered an Incident. The following methods shall be used on any aggregated reports:
- 33.3.1. Aggregate data shall be reported publicly only if there is a sufficient number of individuals represented in any demographic or subgroup so that an individual cannot be identified.
- 33.3.2. Aggregated reports shall redacted using complementary suppression methods that remove the risk of Data being identifiable using simple mathematics or formulas.
- 33.3.3. Aggregated reports shall be redacted to remove identifiability risks caused other prior releases of aggregate data by Agency.
- 33.4. Agency shall not use Data for the purposes of Targeted Advertising.
- 34. DATA LINKAGE:**
- 34.1. If Agency will link USBE’s Data with Data from another source, the result could be a new data set with potentially unique regulations and conditions governing its use. Prior to linking the Data, Agency will provide detailed information to USBE outlining the Data being linked and the other sources for Data.
- 34.2. The Data Steward will classify the linked data based on security or privacy risks. This could include evaluating the method of release, on the likelihood of identifying individuals from the linked Data, if linking the Data will violate any laws or regulations, or if the new data set meets the original request.
- 34.3. Based on the results of the risk assessment, USBE may refuse to provide Agency with some or all of the requested Data in its sole discretion in order to mitigate any risks identified.
- 34.4. Should USBE consent to the Data being linked, the Data Steward shall apply additional constraints as necessary to the usage of the new data set.
- 34.5. Detailed information on the Data being linked, the other sources of Data, and any additional constraints shall be documented in the Attachments.
- 35. SECURITY AND PROTECTION OF DATA:**
- 35.1. Agency shall notify USBE if there are any material changes that will negatively affect the system where all Data are stored and maintained.
- 35.2. If Agency is given Data as part of this Agreement, the protection of Data shall be an integral part of the business activities of Agency to ensure that there is no inappropriate or unauthorized use of Data. Agency shall safeguard the confidentiality, integrity, and availability of Data.

- 35.3. Agency shall comply with and protect and maintain Data using methods that are at least as good as or better than that established in the State of Utah's Department of Technology Policies (<https://dts.utah.gov/policies>).
 - 35.4. Agency shall only transmit or exchange Data via secure means (ex. HTTPS or FTPS). Agency shall not use, store or process Data on any unencrypted portable or laptop computing device or any portable storage medium.
 - 35.5. Agency shall store and maintain all Data in data centers located in the United States.
 - 35.6. Agency shall permit its employees and Subcontractors to access Data remotely only via a secured manner, such as Virtual Private Networks (VPN).
 - 35.7. Agency shall store all Data, as well as any backups made of that data, in encrypted form using no less than 128 bit key and include all Data as part of a designated backup and recovery process.
 - 35.8. Agency shall enforce strong password protections on all devices and networks with access to or that store Data.
- 36. INCIDENTS:**
- 36.1. If Agency becomes aware of an Incident involving Data by either Agency or any of Agency's Subcontractors, Agency shall notify USBE within one (1) calendar day and cooperate with USBE regarding recovery, remediation, and the necessity to involve law enforcement, if any.
 - 36.2. Agency shall produce a written remediation plan that includes information about the cause and extent of the Incident and the actions Agency will take to remediate the Incident and to reduce the risk of incurring a similar type of Incident in the future. Agency shall present its analysis and remediation plan to USBE within ten (10) calendar days of notifying USBE of an Incident. USBE reserves the right to adjust this plan, in its sole discretion. If Agency cannot produce its analysis and plan within the allotted time, USBE, in its sole discretion, may perform such analysis and produce a remediation plan, and Agency shall reimburse USBE for the reasonable costs thereof.
 - 36.3. In the event of an Incident, Agency shall provide USBE or its designated representatives with access seven (7) days a week, twenty-four (24) hours a day, for the purpose of evaluating, mitigating, or resolving the Incident.
 - 36.4. Unless Agency can establish that Agency or any of its Subcontractors is not the cause or source of the Incident, Agency shall be responsible for the cost of notifying each person whose personal information may have been compromised by the Incident.

**ATTACHMENT B
SCOPE OF DATA SHARING**

1. **PURPOSE:** University of Utah's Second Language teaching and Research Center (L2TReC) will analyze AAPPL data that results from the annual proficiency testing of Dual Language Immersion students. Every fall, USBE assesses the level of language proficiency/performance of students in grades 3 through 9. The testing is administered by Language Testing International (LTI). L2TReC will analyze the data and provide report to USBE to make curricular suggestions, help set language proficiency benchmarks and targets, and inform testing decisions. In addition, L2TReC will make anonymized samples of students' performance available to teachers and researchers in the form of a digital corpus accessible through L2TReC's website.
2. **ROLES:**
 - 2.1. Requestor's Data Steward: Kristin Campbell
 - 2.2. USBE's Data Quality Manager: Aaron Brough
 - 2.3. Authorized Persons: **Fernando Rubio**, Jane Hacking, Johanna Watzinger-Tharp, Erin Schnur
3. **DELIVERY:** 4/15/2020

4. **DATA:**

Data (PII, Educator Data, and other information requested)	Source System	USBE Owner
De-identified AAPPL data		Karl Bowman and Kristin Campbell

5. **OUTPUT:** Analyses of AAPPL data.
6. **DATA LINKAGE:** None
7. **DURATION OF DATA SHARING:** The sharing referenced in this Attachment will end on **4/1/2025** or upon the termination of this Agreement, whichever is sooner.

Fernando Rubio

Second Language Teaching and Research Center
Department of World Languages and Cultures
University of Utah

Office: (801) 581-6729 Email: Fernando.rubio@utah.edu

EDUCATION

2000 Ph. D. Hispanic Linguistics: Theoretical and Applied, SUNY at Buffalo.
1998 M. A. Hispanic Literature and Linguistics, SUNY at Buffalo
1996 M. S. Secondary Education/English, SUNY College at Fredonia
1990 Diplôme de Langue, Alliance Française, Oviedo, Spain
1989 M.A. English, Universidad de Oviedo, Spain

ACTFL OPI Tester and Trainer
ACTFL AAPPL Rater and Trainer

EMPLOYMENT

2018 Professor of Spanish Linguistics, Department of World Languages and Cultures, University of Utah
2007-2017 Associate Professor of Spanish Linguistics, Department of World Languages and Cultures; Adjunct Associate Professor of Linguistics, Department of Linguistics, University of Utah
2002-2006 Assistant Professor of Spanish and Language Program Director, University of Utah
2000-2002 Assistant Professor of Spanish Linguistics and Language Program Coordinator, Southern Oregon University.
1999-2000 Assistant Professor of Spanish, Canisius College of Buffalo

ADMINISTRATIVE EXPERIENCE

- Director, Second Language Teaching and Research Center, University of Utah (2018-)
- Director, UOnline Curriculum Innovation and Enhancement (2016-)
- Co-Director, Second Language Teaching and Research Center, University of Utah (2012-2018)
- Co-Chair, Department of Languages and Literatures. University of Utah (2007-2012)

GRANTS

2019 Co-PI in IIE Language Training Center Grant. Three-year grant (\$390,000/year)
2018 PI in Department of Education Title VI National Foreign Language Center award. Four-year grant (\$296,704/year)

- 2016 Co-PI in in IIE Language Training Center Grant. Three-year grant (\$1,000,000)
- 2016 PI in Language Flagship Teacher Workshop grant. (\$100,000)
- 2014 PI in Language Flagship Proficiency Initiative. Three-year grant (\$1,000,000).
- 2014 Co-PI in The University of Utah-Utah State Office of Education Partnership Study on the Effects of Language Proficiency on Academic Achievement of Dual Language Immersion Students (\$2,5 million). Funding not awarded.
- 2013 Co-PI in IIE Language Training Center Grant. Three-year grant (\$1,000,000)
- 2012 Course development grant to develop hybrid 1st-year course in German. University of Utah's Technology Assisted Curriculum Center (\$5,000)
- 2009 Co-PI in Cross-language Priming to Facilitate Second Language Speech Interdisciplinary Research Grant from the University of Utah. (\$12,000.00)
- 2002 Research Grant from the American Council on the Teaching of Foreign Languages (\$5,000).

HONORS & AWARDS

- 2018 American Association of Teachers of Spanish and Portuguese (AATSP) Distinguished Leadership Award
- 2015 Finalist. ACTFL Teacher of the Year
- 2015 South West Conference on Language Teaching. Teacher of the Year Award.
- 2014 Utah Foreign Language Association Teacher of the Year Award.
- 2013 Featured in *The Language Educator* "spotlight on..." (Summer issue).
- 2012 ACTFL Award for Excellence in Foreign Language Instruction Using Technology
- 2009 Utah System of Higher Education (USHE) Exemplary Faculty Use of Technology Award.
- 1999 Excellence in Teaching Award from SUNY at Buffalo.

PUBLICATIONS

Edited volume:

Rubio, F. & Thoms, J. (eds) (2012). *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues*. Boston: Cengage/Heinle.

Textbooks:

Rubio, F. & Rubio, L. (2009). *Tercer milenio: Composición y gramática*. Dubuque, IA: GRT-Kendall Hunt.

Rubio, F. & Cannon, T. (2017). *Juntos: Beginning Spanish*. Boston: Cengage/Heinle.

Monograph:

Mizza, D. & **Rubio, F.** (forthcoming 2020). *Blended language learning: Designing effective courses in higher education*. Cambridge, UK: Cambridge UP.

Articles and book chapters (refereed):

- Zhang, X, Winke, P., **Rubio, F.**, Gass, S., Hacking, J & Soneson, D. (under review). The proficiency profiles of language students: Implications for programs. *Second Language Research and Practice*.
- Schnur, E. & **Rubio, F.** (under review). Lexical complexity, writing proficiency and task effects in Spanish DLI. *Language Learning and Technology*.
- Watzinger-Tharp, J., **Rubio, F.** & Tharp, D. S. (under review). Sustaining Dual Language Immersion: L2 Outcomes in a State-Wide Program. *The Modern Language Journal*.
- Rubio, F.** (2019). El futuro de la enseñanza del español: alumnos digitales, maestros analógicos. *Anuario del Instituto Cervantes. El español en el mundo 2019*.
- Rubio, F.**, & Mizza, D. (2019). High-Leverage practices for blended language learning: Towards a successful implementation in the blended language learning path. In A. Palalas (Ed.), *Blended language learning: International perspectives on innovative practice* (pp. 24-61). Beijing, ROC: Open University of China Press.
- Tschirner, E., Hacking, J. & **Rubio, F.** (2018). Reading proficiency and vocabulary size: An empirical investigation. In Ecke, P. & Rott, S. (eds.) *Understanding vocabulary learning and teaching: Implications for language program development*. Boston: Cengage/Heinle.
- Hacking, J., **Rubio, F.** & Tschirner, E. (2018). Vocabulary size, reading proficiency and curricular design: The case of college Chinese, German, Russian and Spanish. In Gass, S. & Winke, P. (eds.), *Foreign Language Proficiency in Higher Education*. Boston: Springer.
- Rubio, F.**, Hacking, J. (2018). Proficiency vs. performance: what do the tests show? In Gass, S. & Winke, P. (eds.), *Foreign Language Proficiency in Higher Education*. Boston: Springer.
- Watzinger-Tharp, J., **Rubio, F.** & Tharp, D. S. (2018). Linguistic performance of dual language immersion students. *Foreign Language Annals 51(3)*, 575-595.
- Rubio, F.** (2018). Language education in elementary schools: Meeting the needs of the nation. *Foreign Language Annals 51(1)*, 90-103. DOI: 10.1111/flan.12313
- Rubio, F.**, Thomas, J. & Li, Q. (2017). The role of teaching presence and student participation in Spanish blended courses. In Thomas, M. & Gelan, A. (eds.), *Analytics in Online Language Learning and Teaching*. Journal of Computer Assisted Language Learning. <http://dx.doi.org/10.1080/09588221.2017.1372481>
- Hacking, J. & **Rubio, F.** (2016). A proficiency based articulation project between post-secondary institutions. In Urlaub, P. & Watzinger-Tharp, J. (eds.), *The interconnected language curriculum: Critical transitions and interfaces in articulated K-16 contexts*. Boston: Cengage/Heinle.
- Rubio, F.**, Fuchs, C. & Dixon, E. (2016). Language MOOCs: Better by design. In E. Martín-Monje (ed.), *Technology-enhanced language learning for specialized domains: Practical applications and mobility*. London, UK: Routledge
- Rubio, F.** (2015). Assessment of oral proficiency in online language courses: Beyond reinventing the wheel. *Modern Language Journal, 99(2)*, 405-408. doi: 10.1111/modl.12234_4
- Rubio, F.** (2015). The role of interaction in MOOCs and traditional technology-enhanced language courses. In E. Dixon & M. Thomas (Eds.), *Researching language learner interactions online: From social media to MOOCs* (pp. 63–88). San Marcos, TX: CALICO.

- Rubio, F.** (2014). Teaching pronunciation and comprehensibility in a language MOOC. In Monje, E. & Barcenas, E. (eds.) *Language MOOCs: providing learning, transcending boundaries* (pp. 143-160). Berlin: De Gruyter Open.
- Rubio, F.** (2014). Boundless education: The case of a Spanish MOOC. *FLTMAG*. <http://fltmag.com/the-case-of-a-spanish-mooc/>
- Dulfano, I. & **Rubio, F.** (2014). Reset or forge ahead? Is there a future and value in the study of Spanish? *Journal of Multilingual and Multicultural Development*, 35(2), 139-150. <http://dx.doi.org/10.1080/01434632.2013.852560>
- Rubio, F.** (2012). The effects of blended learning on second language fluency and proficiency. In Rubio, F. & Thoms, J. (eds.) *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 137-159). Boston: Cengage/Heinle.
- Rubio, F.** & Thoms, J. (2012). Hybrid language teaching and learning: Looking forward. In Rubio, F. & Thoms, J. (eds.) *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 1-9). Boston: Cengage/Heinle.
- Rubio, F.** (2009). Mal de muchos: la influencia del inglés en el español médico. *Boletín de Pediatría*, 49, 217-219.
- Rubio, F.** (2006). El uso de estrategias comunicativas entre hablantes avanzados de español. In Álvarez, A. et al. (eds.) *La competencia pragmática y la enseñanza del español como lengua extranjera* (pp. 547-556). Oviedo, Spain: Universidad de Oviedo.
- Rubio, F.** (2005). Metáfora y pragmática en el Quijote. *Espéculo Revista de Estudios Literarios* 30, 2005. Available at <http://www.ucm.es/info/especulo/numero30/metaquij.html>
- Rubio, F.** Passey, A. & Campbell, S. (2004). Grammar in disguise. *Revista Electrónica de Lingüística Aplicada*, 3, 158-176. Available at http://dialnet.unirioja.es/servlet/fichero_articulo?articulo=1396249&orden=34882
- Rubio, F.** (2003). Structure and complexity of oral narratives in advanced level Spanish: a comparison of three learning backgrounds. *Foreign Language Annals (Special Issue)* 36(4), 537-45.
- Rubio, F.** (2003). Online feedback in foreign language writing. In Cooke-Plagwitz, J. & Lomika, L. (eds.) *Best practices for using technology to teach and to learn in the foreign language classroom* (pp. 9-18). Boston: Heinle & Heinle.
- Rubio, F.** (2001). Psychological verbs in Spanish: Two teaching approaches. *Academic Exchange Quarterly*, (136-141).
- Rubio, F.** (2001). Causative-accusative Verbs in TCL.” Chapter in Scarlett, E. & Wescott, H. (eds.) *Convergencias Hispánicas: Selected Proceedings and Other Essays on Spanish and Latin American Literature, Film, and Linguistics* (pp. 287-97). Newark, DE: Cuesta.

In progress

Baker, M., **Rubio, F.** & Richardson, S. Relationship between instructor engagement and student engagement in a large-enrollment asynchronous online course.

Book reviews:

- Rubio, F.** (2002). Second and Foreign Language Learning through Classroom Interaction. *Language* 78(3), 607-8.
- Rubio, F.** (2002). Linguistics for L2 Teachers. *Language*, 78(2), 366-7.
- Rubio, F.** (2008). Problems in SLA. *Modern Language Journal*, 92(3), 479-480.

Instructional materials:

- Designer of *Weblinks*, a web-based component for four 1st-year Spanish textbooks published by Vista Higher Learning: *Aventuras*, *Panorama 2nd ed.*, *Viva*, and *Vistas*. Available at
<http://www.vistasonline.com/aventuras/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/panorama2e/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/viva/instructors/WebLinks/index.php>
<http://www.vhlcentral.com/vistas2e/instructors/WebLinks/index.php>

Other publications:

Rubio, F., Landes-Lee, J. & Hacking, J. (2017, June 13). Behind one successful high school-higher education partnership. Education Week Guest Blog.
http://blogs.edweek.org/edweek/global_learning/2017/06/_successful_high_schoolhigher_education_partnerships_the_utah_world_language_example.html

Rubio, F. (2013, February 12). Why I love and hate my Spanish MOOC. OpenUp Blog. Center for Open Educational Resources and Language Learning.
<http://blog.coerll.utexas.edu/why-i-love-and-hate-my-spanish-mooc/>

RECENT CONFERENCE PRESENTATIONS (2011-2020)

- 2020 Corpus Data and Second-Language Education. MLA Annual convention. Seattle, WA, 01/10/20
- 2019 Measuring Dual Immersion Students' Proficiency: Findings and Challenges. ACTFL Convention, Washington, DC, 11/23/19
- 2019 Looking Under the Hood of the Advanced Level. ACTFL Convention, Washington, DC, 11/22/19
- 2019 Introducing language teachers to learner corpora: The development of online tutorials for pedagogic uses of the MuSSeL corpus (with Erin Schnur and Jane Hacking). 5th Learner Corpus Research Conference. Warsaw, Poland, 9/13/2019.
- 2019 Using AP to recruit and retain: The Utah Bridge Program for Advanced Language Learning. College Board Preparatory Conference. San Antonio, TX. 4/10/2019
- 2019 Dual Language Immersion Students' Proficiency Attainment: Cross-sectional and Longitudinal Data (with Johanna Watzinger-Tharp). Charlotte, NC. 2/8/2019
- 2019 Expected student outcomes in language sequences in higher education: Implications of research for programs (with Margaret Malone). MLA Annual Convention. Chicago, IL. 1/5/2019
- 2018 Meeting expectations: Proficiency assessment and curricular response. ACTFL Annual Convention. New Orleans, LA. 11/16/2018
- 2018 Applying language assessment research to set expectations in higher education. CUALHE Conference. Eugene, OR. 10/27/2018

- 2018 MuSSeL: Designing and building a corpus of multilingual second language speech. Prague, Czech Republic. 9/27/2018
- 2018 MuSSeL: Designing and building a corpus of multilingual second language speech. American Association of Corpus Linguistics conference. Atlanta, GA. 9/21/2018
- 2018 An articulated advanced language pathway from high school to post-secondary (with Jill Landes-Lee and Katie Marin). American Association of Teachers of Spanish and Portuguese Annual Conference. Salamanca, Spain. 6/25/2018
- 2018 Following the trend: From language major to interdisciplinary area studies (with Isabel Dulfano). American Association of Teachers of Spanish and Portuguese Annual Conference. Salamanca, Spain. 6/26/2018
- 2018 Foreign language outcomes: Observed trends with proficiency. ADFL Summer Seminar. East Lansing, MI. 6/2/2018
- 2018 Promoting vertical articulation through proficiency targets and AP tasks. South West Conference on Language Teaching. Santa Fe, NM. 2/24/2018.
- 2018 Large-Scale Language Proficiency Assessment: Pedagogical and Curricular Implications (with Susan Gass, Paula Winke, Kate Paesani and Dan Soneson). Hawaii International Conference on Arts and Humanities. 1/9/2018.
- 2017 Relating Vocabulary Size to ACTFL Reading Proficiency Levels (with Erwin Tschirner & Jane Hacking). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 Getting it Right: Addressing Accuracy in the Immersion Classroom (with Chantal Esquivias & Lucía Rubio). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 High-Leverage Practices in Blended Language Teaching (Sponsored by Cengage Learning). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 Dual Language Immersion Proficiency Results (with Johanna Watzinger-Tharp). ACTFL Annual Convention. Nashville, TN. 11/18/17
- 2017 Mission Impossible? Converting Proficiency Levels into "Can Do Statements" (with Ray Clifford, Pardee Lowe & Troy Cox). ACTFL Annual Convention. Nashville, TN. 11/17/17
- 2017 Language and student success: Identifying ways to explain outcomes in the IHE context (with Margaret Malone, Silvia Peart & Cori Crane). Consortium on Useful Assessment in Language and Humanities Education (CUALHE). Emory University, GA. 10/29/17
- 2017 Foreign Language Outcomes. ADE-ADFL Summer Seminar Midwest. University of Minnesota (with J. Hacking, D. Soneson, S. Gass & P. Winke). 6/3/2017
- 2017 Implementing core practices in the AP classroom. Southern Conference on Language Teaching. Orlando, FL. 3/17/2017
- 2017 The State of Language Proficiency in United States Postsecondary Education (with J. Hacking, D. Soneson, S. Gass & P. Winke). MLA Convention. Philadelphia, PA. 1/7/2017
- 2016 Large-scale implementation of ACTFL computerized proficiency testing (with E. Tschirner and J. Hacking). ACTFL Annual Convention. Boston, MA. 11/19/2016
- 2016 Counterbalanced instruction in Dual Language Immersion classrooms (with L. Rubio). ACTFL Annual Convention. Boston, MA. 11/18/2016
- 2016 Vocabulary size, reading proficiency and curricular design (with E. Tschirner and J. Hacking). ACTFL Annual Convention. Boston, MA. 11/18/2016
- 2016 Success through collaboration: Utah's k-16 Language Education Alliance (with J. Hacking, G. Roberts and J. Watzinger-Tharp). National Humanities Conference. Salt Lake City, UT. 11/5/16

- 2016 Correlations between speaking, listening, and reading proficiency scores (with E. Tschirner, S. Gass, P. Winke, D. Soneson and J. Hacking). East Coast Organization of Language Testers. Georgetown University. 10/28/2016
- 2016 The Development of Linguistic Complexity in DLI Learners of Chinese, French and Spanish (with Jane Hacking). Sixth International Conference on Immersion and Dual Language Education Minneapolis, MN. 10/22/2016
- 2016 Core practices in the AP classroom. Texas Foreign Language Association. Austin, TX. 10/14/2016.
- 2016 Course design and interaction: the case of blended language courses. North East Modern Language Association. Hartford, Conn. 3/19/2016
- 2016 Providing the tools for success: the role of teachers and students as assessors in the AP course. South West Conference on Language Teaching. Honolulu, HI. 3/7/2016
- 2016 What is the Reality of Proficiency-Based Articulation at the Post-Secondary Level? A Case Study: University of Utah – Salt Lake Community College (with Jane Hacking). Georgetown University Language Roundtable. 3/13/2016
- 2016 How communicative is your teaching? A look at what goes on in the language classroom. Utah Foreign Language Association. Utah Valley University. 2/18/2016
- 2016 Promoting Collaborative Learning through Technology. MLA Convention. Austin, TX. 1/09/2016
- 2015 Preparing your AP Students for Advanced-level Writing. ACTFL Annual Convention. San Diego, CA. 11/21/2015
- 2015 Listening in the College Curriculum: A case study (with Jane Hacking). ACTFL Annual Convention. San Diego, CA. 11/21/2015
- 2015 The Link between Interaction and Proficiency in Dual Language Immersion (with Lucia Rubio). ACTFL Annual Convention. San Diego, CA. 11/21/2015
- 2015 Outcomes in Higher-Education World Language Programs: Results and Implications. Consortium on Useful Assessment in Language and Humanities Education. Georgetown University. 10/10/15
- 2014 Second Language Acquisition and Pedagogy in Dual Language Immersion. ACTFL conference. San Antonio, TX. 11/21/2014
- 2014 Career builder: Preparing for the market (with Rifkin, B.). ACTFL Annual Convention. San Antonio, TX. 11/21/2014
- 2014 Career builder: Going on the market (with Rifkin, B.). ACTFL conference. San Antonio, TX. 11/22/2014
- 2014 Overview of Performance Assessment Results in the Utah Dual Language Immersion Program. Fifth International Conference on Language Immersion Education. Salt Lake City, UT. 10/17/2014
- 2014 AP Spanish 2014: From Thematic design to Authentic Assessment. Southwest Conference on Language Teaching. Snowbird, UT. 4/26/14
- 2014 Online Innovations: From Distance Learning to MOOC Madness (Panelist). 2014 MLA Convention. Chicago, IL, January 2014
- 2014 The Gender Factor in Technology-Enhanced Language Courses. 2014 MLA Convention. Chicago, IL, January 2014
- 2013 Boundless Education: The Case of a Language MOOC. 2013 ACTFL Annual Convention. Orlando, FL, November 2014.
- 2013 Preparing for the Launch of the 2014 AP Spanish Language & Culture Course and Exam. SWCOLT conference. Las Vegas, NV, 04/04/2013.

- 2012 Integrated Performance Assessments for the Intermediate Level: The hows and whys. Utah Foreign Language Association. Ogden, Utah.
- 2012 ACTFL and the CEFR: False friends? Kentucky Foreign Language Conference. Lexington, KY.
- 2012 Learning Spanish: The Practical Value of an Intellectual Pursuit. Rocky Mountain Council on Latin American Studies Annual Conference. Park City, UT.
- 2011 Restart or Plow Ahead. The role of Spanish in Higher education. The Humanities Conference. Granada, Spain.
- 2011 The Place of Spanish in the 'New Normal'. MLA Convention. Los Angeles, CA.

RECENT INVITED LECTURES, KEYNOTES AND WORKSHOPS (2011-2020)

- 2020 A century of language teaching: Methods and proficiency. Keynote, Utah Foreign Language Association Annual Meeting. Utah Valley University, 2/13/2020
- 2020 Intermediate to Advanced: A balanced approach to building proficiency. Language Training Center annual workshop. San Diego State University, 12/08/2020
- 2019 What does it mean to be proficient and what can we do to make it happen? Startalk Advisory Board meeting. University of Maryland, 12/09/2019
- 2019 Building Intermediate and Advanced Level Proficiency to Achieve the Seal of Biliteracy. ACTFL Convention, Washington, DC, 11/21/19
- 2019 Proficiency attainment of K-16 language students: Implications for language programs. Boston University, 11/11/19
- 2019 Two hundred years of Ticknor's legacy: What language proficiency can tell us about pedagogy. Ticknor Conference, Dartmouth College, 11/1/19
- 2019 Maestros analógicos y alumnos digitales. Instituto Cervantes, Madrid, Spain, 07/12/19
- 2019 Claves para el diseño de cursos semipresenciales de lenguas. Instituto Cervantes, Alcalá de Henares, Spain, 07/16-17/19
- 2019 Proficiency training for teachers of Portuguese and Swahili. Flagship Initiative. Universidade Eduardo Mondlane. Maputo, Mozambique, 04/29-05/01/19
- 2019 High-Leverage Practices in Blended Language Teaching. Cengage Mindtap World Languages. Santa Barbara Community College, CA 04/12/19
- 2019 Proficiency attainment of postsecondary students: Implications for language programs. Columbia University. 4/5/2019
- 2019 Proficiency attainment of postsecondary students: Implications for language programs. Yale University. 4/4/2019
- 2019 Congreso Internacional de la Lengua Española. Córdoba, Argentina 03/28-30/19
- 2019 High-Leverage Practices in Blended Language Teaching. Cengage Mindtap World Languages. Raleigh, NC. 2/14/2019
- 2019 Proficiency attainment in post-secondary language programs: Assessment and curricular response. University of Kentucky. 2/21/2019
- 2018 National Language Resource Center k-16 pathways. American Councils DLI Alliance meeting. 11/17/2018
- 2018 K-20 articulation of language programs. NADSFL/NCSSFL Annual meeting. New Orleans, LA. 11/14/2018
- 2018 The Utah Bridge Program for Advanced language Learning. College Board AP Symposium on World Languages. Chicago, IL. 11/4/2018

- 2018 Learning for special purposes. National Conference on Less Commonly Taught Languages. Washington, DC. 4/21/2018
- 2017 A task-based approach to developing proficiency across levels (with Johanna Watzinger-Tharp). Salt Lake Community College, Salt Lake City, UT. 11/30/17
- 2017 The Role of Grammar in The Communicative Classroom. University of Wisconsin, Milwaukee. 11/11/17
- 2017 The Role of Grammar in The Communicative Classroom. The Claremont Colleges. Claremont, CA. 8/24/2017
- 2017 Assessment in Online and Face-to-Face Courses. Webinar for the National Foreign Language Resource Center at the University of Hawaii, Manoa. 9/27/17
- 2017 Building an Articulated K-16 Pathway for Advanced Language Study- The Utah Bridge Program grades 10-12 (ACTFL webinar) with Jill Landes-Lee and Jane Hacking. <https://www.dropbox.com/s/14k28o2twp75jvs/2017-06-07%2017.01%20Building%20an%20Articulated%20K-16%20Pathway%20for%20Post-AP%20Language%20Study.mp4?dl=0>
- 2017 Flagship Proficiency Initiative at the University of Utah: Two correlational studies. Project GO Annual Meeting. Charleston, SC. 4/25/2017
- 2017 High-Leverage Practices in Blended Language Teaching. Cengage. Orlando, FL. 3/30/2017
- 2017 Teaching World Languages: A proficiency-based approach. Blaine County School District. Hailey, ID. 3/6/2017.
- 2016 Designing effective blended language courses. Northeastern University. Boston, MA. 11/14/2016
- 2016 Teacher and student interaction in blended language courses. Dartmouth College, Hanover, NH. 11/7/2016
- 2016 The road to proficiency. Workshop. Texas Foreign Language Association. Austin, TX. 10/14/2016.
- 2016 Performance and proficiency: understanding the link. Plenary. Texas Association of Language Supervisors. Austin, TX. 10/13/2016
- 2016 High leverage practices in blended language courses: Interaction & Formative Feedback. Workshop. Wellesley College. Wellesley, MA. 9/19/2016
- 2016 Teacher and student interaction in blended language courses. Lecture. Wellesley College. Wellesley, MA. 9/19/2016
- 2016 El desarrollo de la comunicación interpersonal oral. Association of Teachers of Spanish and Portuguese. Tempe, AZ. 2/27/2016
- 2015 Technology for language teacher educators. Workshop. Ninth International Conference on Language Teacher Education, University of Minnesota. 5/14/15
- 2015 The role of assessment in student and teacher development. Plenary. Ninth International Conference on Language Teacher Education, University of Minnesota. 5/15/15
- 2015 Technology in support of the interpersonal mode. Workshop. Boston University Geddes Language Center. 4/17/15
- 2015 Bigger, better, faster, more: Technology in support of language learning. Keynote. Boston University Geddes Language Center. 4/16/15
- 2015 Developing, practicing and assessing interpersonal communication. Workshop. University of Wisconsin, Milwaukee. 3/6/2015
- 2015 Hybrid formats for teaching foreign languages. Invited talk. Instituto Cervantes, Harvard University. 2/7/2015.

- 2015 Documenting student growth mode by mode. Workshop for the Foreign Language Educators of New Jersey (FLENJ). South Brunswick, NJ. 1/23/2015
- 2015 Ed Talk: Technology in beginning level language. Invited talk. Cengage Annual Meeting. San Francisco, CA. 1/6/2015
- 2014 Building towards proficiency: What we need to make it happen. Keynote. Annual NCSSFL (National Council of State Supervisors for Languages) and NADSFL (National Association of District Supervisors of Foreign Languages) conference. San Antonio, TX. 11/18/2014
- 2014 Developing language performance in the classroom: Intermediate to Advanced. Workshop. ACTFL Conference. San Antonio, TX. 11/20/2014
- 2014 Learning languages beyond physical walls: being a cyborg is not a bad thing. Keynote. University of Chicago Language Symposium. Chicago, IL 4/25/14
- 2014 Overview of blended L2 learning. Invited talk. Weber State University, UT. 4/18/14
- 2014 Teaching, learning and assessing in a blended format. Invited talk. Long Beach, CA. 4/6/14
- 2014 Teaching, learning and assessing in a blended format (part II). Workshop. Long Beach, CA. 4/6/14
- 2014 Blended learning: Why and how. Invited talk. Austin, TX, 2/28/2014
- 2014 Moving towards blended learning. Workshop. Austin, TX, 2/28/2014
- 2014 Crossing major borders: Improving students' language performance. Workshop. Ithaca, NY. 1/31/2014
- 2014 ACTFL Webinar. Guiding language performance through Advanced into Superior.
https://live.blueskybroadcast.com/bsb/client/CL_DEFAULT.asp?Client=562094&PCAT=4797&CAT=7560
- 2013 ACTFL Webinar (with A. Bleicher and S. Dhonau) Developing Learners' Performance – Aiming Toward Proficiency
- 2013 Language learning in a hyperconnected world, Keynote. University of Pennsylvania. 12/14/2013
https://plc.sas.upenn.edu/system/files/symposium2013_program.pdf
- 2013 Blended language learning. Invited talk, University of Kansas. 11/08/2013.
- 2013 Going beyond the *flipped classroom* in world languages. Keynote speech at the AATSP-Southern California conference. UCLA. 10/26/2013
- 2013 Using hybrid instruction to enhance learning in large enrollment courses. Keynote. Weber State University Innovative Teaching Conference. 10/19/2013.
- 2013 Application of the blended model to an introductory language course. Invited talk. Weber State University Innovative Teaching Conference. 10/19/2013.
- 2013 Best practices in online and blended teaching and learning. Invited talk. University at Buffalo. 10/04/2013.
http://events.signup4.com/TU_WL10042013Buffalo
- 2013 MOOCs and hybrid language courses: Does it hurt to be on the cutting edge? Advantages and challenges. Invited talk. Northwestern University. 09/19/2013.
- 2013 Adding technology to the mix: how to blend your language course. Workshop. Northwestern University. 09/19/2013
- 2013 Keynote speaker at *Learning World Languages with Your Head in the Cloud: Best Practices for Teaching Online or Blended Courses*, symposium organized by the Indiana Commission for Higher Education. Indianapolis, IN
- 2013 Blended learning and L2 proficiency. Invited talk. Michigan State University.

- 2013 Preparing for the launch of the 2014 AP Spanish language & culture course and exam. Workshop. Southwest Conference on Language Teaching. Henderson, NV.
- 2013 Blended learning 101: From face-to-face to online. Invited talk. Michigan State University
- 2013 The best of both worlds: Blended learning in the language classroom. Invited talk. University of Kentucky, Lexington, KY.
- 2013 Harnessing the power of technology in the language classroom. Invited talk. SUNY Fredonia.
- 2012 Assessment tools in the K-12 immersion classroom. XIII Seminario de Administradores de Programas Educativos de Cooperación Internacional y VIII Seminario de Directores de *International Spanish Academies*. Park City, UT.
- 2012 What does it mean to "speak" a language (and how can you prove it)? Utah State University.
- 2012 The power of openness: improving foreign language learning through open education. Center for Open Educational Resources and Language Learning. University of Texas, Austin.
- 2012 SLA and CALL. Invited talk. Heinle-Cengage World Languages Symposium. Salt Lake Community College.
- 2012 ACTFL, MCER and curriculum design. Workshop organized by the Spanish Embassy Resource Center. Layton Preparatory School. Layton, Utah.
- 2011 Designing and implementing a blended language course. Invited talk. Brigham Young University-Idaho. Rexburg, ID.
- 2011 Blended learning in the language classroom. Fredonia State University. Fredonia, NY.
- 2011 Blended learning in the language classroom. Geneseo State University. Geneseo, NY.
- 2011 Blended learning in the language classroom. Canisius College. Buffalo, NY.
- 2011 Global studies and departmental structures. ADFL Summer Seminar. Salt Lake City.
- 2011 Models of hybrid distance teaching and learning. ADFL Summer Seminar. Salt Lake City.
- 2011 Hybrid instruction in college foreign language courses. SUNY Binghamton.
- 2011 Virtual classroom (Skype presentation). Harvard University.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Philadelphia.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Salt Lake Community College.
- 2011 Blended teaching: What's in the blender? Heinle World Language Experience. Los Angeles.

PROFESSIONAL ACTIVITIES/SERVICE

National Federation of Modern Language Teachers Associations

- President Elect (2020)

Modern Language Association

- Chair, Executive Committee of the Forum on Applied Linguistics (2020)

- Secretary, Executive Committee of the Forum on Applied Linguistics (2019)
- Delegate Assembly Member (2019-2022)
- Member, Executive Committee of the Forum on Applied Linguistics (2018-2022)
- Chair, Executive Committee of the Division on the Teaching of Language (2013-2014)
- Secretary, Executive Committee of the Division on the Teaching of Language (2012-2013)
- Member, Executive Committee of the Division on the Teaching of Language (2010-2012)
- Delegate Assembly Member (2011-2013)

American Council on the Teaching of Foreign Languages

- Chair, ACTFL Research and Assessment Committee (2016-2018)
- Member of the 12-person team responsible for writing the 2017 NCSSFL-ACTFL Can-Do Statements
- Member, Board of Directors (2015-2018)
- OPI trainer (2015-present)
- OPI tester (2000-present)
- AAPPL rater and trainer (2013-)
- ACTFL Professional Development Team (2013-)
- Member, ACTFL Research and Assessment Committee (2014-2016; 2019-)

College Board

- Co-Chair, AP Spanish Language and Culture Development Committee (2014-2018)
- Member, AP Spanish Language and Culture Development Committee 2012-14
- AP Spanish Language Standard Setting Pilot panel. Pennsylvania, February 2012.

Flagship Portuguese Acquisition Linkages Project (University of Georgia)

- Advisory board member (2015-2017)

Center for Open Educational Resources in Language Learning (University of Texas, Austin)

- Advisory board member (2015-)

Cengage Learning

- Author advisory council member (2019-)

The International Research Foundation (TIRF)

- Reviewer for the Doctoral Dissertation Grant competition (2014-)

American Association of University Supervisors and Coordinators

- Editorial Board Member (2010-)
- Executive Board Member (2010-2013)
- Spanish Section Head (2008-2011)

Utah Foreign Language Association

- Board Member (2004-2009)

Editorial Board member

- Journal of Language Teaching and Research (JLTR, ISSN 1798-4769)
- Revista Española de Lingüística Aplicada (RESLA ISSN 0213-2028)

External Reviewer

- External Reviewer. College of St. Scholastica Spanish Program (2019).
- External Review Committee member. Portuguese Flagship Program. The University of Georgia (2018).
- External Review Committee member. Department of Languages, Literatures and Cultures. Saint Louis University (2017).
- External Reviewer. Dixie State University Spanish Program (2017).
- External evaluator for faculty promotion to Associate Professor. Brigham Young University (2017).
- External evaluator for faculty promotion to Associate Professor. Northeastern University (2017).
- External evaluator for faculty member's promotion to Associate Professor. University of Hawaii (2016).
- External evaluator for faculty member's promotion to Associate Professor. Loyola University Chicago (2016).
- External evaluator for faculty member's promotion to Associate Professor. Carnegie Mellon University (2016).
- External Review Committee Member. University of Minnesota Language Center. Minneapolis, MN (2016)
- External review committee member. Department of Modern Languages and Literatures. Rollins College, FL (2016)
- External review committee member. Department of Foreign Languages. Weber State University (2015)
- Internal review committee member. Department of Education, Culture and Society. University of Utah (2015)
- External evaluator for faculty member's promotion to Professor. University of Virginia (2014).
- External review committee member. Connecticut College Department of Hispanic Studies program review (2013)
- Spanish major proposal reviewer. Dixie State College, Utah (2012)
- External evaluator for faculty member's promotion to Associate Professor. University of Tennessee (2012).
- Language program reviewer. Salt Lake Community College (2011)
- External evaluator for faculty member's promotion to Full Professor. Pitzer College (2011).

Manuscript reviewer

- *The Routledge Handbooks of Applied Linguistics*
- *AAUSC Issues in Language Program Direction*
- *Hispania*
- *CALICO Journal*
- *Spanish Journal of Applied Linguistics*
- *Languages*

- *Journal of Computer Assisted Language Learning*

Conferences organized:

- 8th International Conference on Immersion and Dual Language Education (2020). Co-Chair.
- 2014 International Immersion Conference. Member of organizing committee and Co-chair of Assessment strand.
- Utah Foreign Language Association Annual Meeting. Member of organizing committee and chair of program committee, 2005, 2006, 2007, 2008, 2009.

Panels and Sessions Organized:

- Corpus data and Second-language education. MLA Annual Convention. Seattle, WA. January 2020
- Beyond text and transaction: Literariness and language learning. MLA Annual Convention. Chicago, IL. January 2019
- Beyond reading and writing: Literacies and language learning. MLA Annual Convention. Chicago, IL. January 2019
- Establishing Accountability through Language Assessment. Fifth International Conference on Language Immersion Education. Salt Lake City, UT. October 2014
- The Postcommunicative Context and Twenty-First-Century Faculty Members. MLA Convention. Boston, January 2013.
- Connecting Theory and Practice in the Teaching of Less Commonly Taught Languages. MLA Convention. Seattle, January 2012.
- Technology-Enhanced Delivery Models in Foreign Language Learning and Teaching. MLA Convention. Los Angeles, January 2011.
- Hybrid language teaching/learning: Exploring pedagogical and curricular issues. ACTFL Convention. Boston, November 2010.
- Hybrid teaching: lessons from experience. Panel organizer and chair. Kentucky Foreign Language Conference. April 2008.
- 34th Annual Linguistic Symposium in Romance Languages. Salt Lake City, March 2004.

SERVICE AT THE UNIVERSITY OF UTAH

University:

- Undergraduate Council, member (2017-)
- Institutional coordinator, U. of Utah-U. of Oviedo exchange program (2007-)
- Member, Teaching and Learning Governance Portfolio (2012-)
- Integrated Learning Faculty Learning Community (2015-)
- Summer enrollment working group (2016)
- Learning Abroad and International Student and Scholar Services (2016)
- International Student and Enrollment Focus Group (2016)
- OSH Classroom Subcommittee (2015-2016)
- Student retention Group (2015-2016)
- Leadership Fellow (U online). Office of the Senior Vice President for Academic Affairs. University of Utah (2015)

- Member, Integrated Teaching Portfolio (2012-2014)
- Chair, General Education Fine Arts Area Committee. (2011-2012)
- Co-Chair, Middle East Center's Curriculum Committee (2009-2010).
- Middle East Center Interim Administrative Team (2008-2009).
- Middle East Center Director Search (Fall 2008).
- Study Abroad Enhancement Committee (2006-2007).

College of Humanities:

- College Executive Committee (2004-2005; 2007-2015).
- Educational Technology Committee (2003-2015).

Department of World Languages and Culture:

- Chair, Spanish Peninsular Literature Search Committee (2019-2020)
- Advisor, Master of Arts in Language Pedagogy (2002-)
- TA trainer (2002-2014, 2016, 2017)
- Member, Spanish sociolinguistics tenure-track search (2013-2014)
- Chair, Search committee Portuguese tenure-track search (2012-2013)
- Search Committee searches for Russian, Arabic and French language coordinators (2009).
- Program Director for Study Abroad in Spain (2003-2011).
- Member, Executive Committee (2006-2007)
- Assessment Committee (2006-2007)
- Grievance Committee (2006-2007)
- Member, Chair Search Committee (2006-2007)
- Departmental Restructuring Committee. (2006-2007).
- Chair, Study Abroad Committee (2005-2012).
- Member, Search Committee Spanish Golden Age Literature (2005-2006).
- Member, Graduate Committee (2005).
- Member, Teaching Major Ad-hoc Committee (2004-2005).
- Member, Search Committee Visiting Position in Latin American Literature (Spring 2004).
- Interim Graduate Advisor, Spanish Section (Spring 2004).
- Interim member of the Department's Executive Committee (Fall 2003).
- Interim French Language Program Director (Fall 2003).
- Member, Search committee Visiting Position in Peninsular Literature (Spring 2003).