

Rachel Rivers Parroquín
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Education

2008	Loyola University	Chicago, Illinois
	<i>Doctor of Education, Curriculum and Instruction</i>	
1990	Valparaiso University	Valparaiso, Indiana
	<i>Master of Education</i>	
1985	Valparaiso University	Valparaiso, Indiana
	<i>B.S. in Education, B.A. in Spanish</i> Senior Honors, graduated with High Distinction	

Professional Experience

2010 - present University of Notre Dame

Joint appointment: Romance Languages and Literatures (ROLL)
Associate Professor of the Practice
Center for Social Concerns (CSC)
Director of Spanish Community Based Learning

Courses:

ROSP 20201 & 20202 (common syllabi), 27500 with Community Based Learning (CBL), and 20810-CBL. Developed, piloted, refined 27500-CBL sections with community based learning (2011-2012) and taught 20810-CBL (2012-2013) with a Community Based Research (CBR) component; taught fall 20810-CBL, sans CBR. Developed, taught 30051, Once Upon a Time-CBL F-2016, S&F-2018, F2019.

2000 – 2010 Valparaiso University

Departments: Foreign Languages and Literatures, English, Freshman CORE program

Courses:

Spanish for Service Professionals 308*; Spanish 101, 102, 203, 204; Content Area Methods & Curriculum—Spanish (ED 589, 478); The Human Experience (Freshman CORE 110, 115); English for International Students (English 101).

*Developed 308; [continues to be taught](#) with minor alternations.

1996 – 2000, 2005 INTERLINK Language Center (ILC)

Courses:

Reading and Writing (Levels 1-3, 5) and Communication Skills (Levels 1-5); English for Law*; Conversation Class.

*Developed [English for Law](#); continues to be taught with minor alterations.

1991 – 1993

Immanuel Lutheran School Science (grades 1, 2, 3, 5); grade 4

1986 – 1989

Kouts Elementary: Grades 5 and 6

1985 – 1986

Colegio Americano de Puebla: Grade 1 EFL in Puebla, México.

Related Professional Activities

Collaboration and Service

As Director of Spanish CBL, I led the previous program assessment project. I wrote IRB protocol for collection of data from focus groups (community partner and student) and student work to evaluate student learning outcomes and partner relationships in Spanish CBL, conducted survey of Spanish faculty on their perceptions of the program, and worked with colleagues to analyze data to make recommendations regarding further program development and support. Fall 2018 I worked closely as Co-Investigator with Danielle Wood (PI) to organize the current impact assessment project we are conducting. **Throughout 2019**, we have met regularly to move this project forward. My role has included gathering and organizing data on the following: faculty outputs and professional development; numbers for classes, student enrollments and hours; types and numbers of student learning opportunities; and, awards and recognitions received by the department, faculty, and students. I have also collaborated on design of questionnaire templates for community partners and students, as well as hiring and oversight of student research assistants.

Chair joint committee of Romance Languages and Literatures and Center for Social Concerns (ROLL, CSC) for CBL; support ROLL faculty in teaching CBL classes (aid with course development grant proposals/curriculum development, assist with logistics, communication in working with community partners); forge, maintain key partnerships with South Bend Latino organizations; planned, organized educational workshops for Latino families, including “Preparing for College Workshop” funded by Provost’s Initiative for Community Engagement. Support five colleagues’ in their work with three key community partners for CBL classes across three levels: 20000-40000. Fall 2018 I worked with Elena Mangione-Lora in revising her 30017 course to make adjustments for new partner projects and with Maria Coloma in support of her. I also met multiple times with representatives of the Holy Cross Partnership both for support of Mangione-Lora’s and my CBL classes as well as future projects with them. **Spring 2019** I presented at one of the parent literacy nights at which Mangione-Lora’s students were interpreting.

Each semester: help organize film screenings; update community partner contacts and needs, distribute to ROSP faculty and students; organize and present Spanish CBL Information Sessions; collect, analyze data on student involvement in experiential learning and CBL in intermediate level courses; report ROSP community involvement through EngageND. [Webpage](#) updated fall 2018 including most recent [video](#) uploaded. **2019** Films – *Icebox* and *Lupe bajo el sol*; Spanish CBL Information Nights in January at the CSC Social Concerns Fair and fall stand alone event; EngageND updated in December for fall (2018) classes and in May for spring 2019 classes. With Tatiana Botero led discussions on *Words and Actions: Teaching Languages Through the Lens of Social Justice* through CSLC and support from the Kaneb Center. Am currently organizing events for spring with Cassandra Glynn, co-author of *Words and Actions* and a review of Spanish CBL at Ten.

Yearly: oversee ND Spanish Service Awards selection process and facilitate state level nominations for AATSP’s Outstanding Students of Spanish awards, write annual reports for Spanish CBL, write 2-3 dozen or more letters of recommendation. **2019** four students

were nominated and recognized by AATSP-IN. The more than two dozen letters of recommendation for students included for study abroad, Fulbright, PiLA, AATSP, and for colleagues – letters of support for awards, post-graduate service, and employment.

Additional highlights: With Elena Mangione-Lora and Lisette Monterroso (NDI), organized the Strengthening Understanding Through Partnership conference in Puebla, Mexico (2017); consulted with my colleague Azeb Haileselassie to assist her in organizing the 2016 [Let's Talk](#) conference at which Spanish CBL was very well represented; worked with CSC communications team to create and update a [web presence for Spanish CBL](#); wrote an updated position description to reflect the evolution of my position; authored the five year report for the program (*Spanish Community-Based Learning, 2010-2015: A Collaboration between Romance Languages and Literatures and The Center for Social Concerns*); worked with colleagues on Guayasamín – Art in Motion for fall 2014 (<http://artsandculture.nd.edu/crossroads-gallery/guayasamins-art-in-motion/>); organized a visit for Spanish-CBL expert, Ann Abbott from University of Illinois Urbana-Champaign spring 2014; worked with Connie Mick on planning for Community Engagement Faculty Institute (2013-2015), in particular for the language cohort (total = 19 language faculty, graduate students, and staff), also planned and led the language cohort discussions on L2-CBL (2014). Collaborated with CSLC to organize and promote Community Voices presentations and film. Spearheaded creation of [ROSP-CBL video](#) for use in promoting ROSP-CBL with students.

Selected Recent Presentations and Publications

2019

- Parroquin, R. (forthcoming). “Together We Are Stronger: Social Justice Through Community-Building” in *How We Take Action: Social Justice in K-16 Language Classrooms*, Eds., S.M. Johnson, K.F. Davidson, and L.J. Randolph. Charlotte, NC: Information Age Publishing.
- Parroquin, R. April 11. “How to Hook your Child with a Good Book / Como interesar a sus hijos a leer libros Buenos” Holy Cross School Parent Literacy Night.

2018

- Cahill Kelly, A., S. Centellas, M. Coloma, K. Eilert, E. Mangione-Lora, R. Parroquin. (17 April). “Nurturing a Community of Practice Through Second Language Acquisition and Partnerships Rooted in Dignity and Justice” GSL5 Summit: Dignity and Justice in Service-Learning. University of Notre Dame.
- Parroquin, R. (23 February). “Once Upon a Time: Children’s Literature and Community Connections - A POWERful Combination” National Latino Children’s Literature Conference. University of Texas San Antonio.
- Parroquin, R. (28 June). “A review of Spanish Community-Based Learning literature and a model to consider moving forward.” American Association of Teachers of Spanish and Portuguese 100th Anniversary Conference, Salamanca Spain.
- Parroquin, R. (3 November). “Once Upon a Time: Children's Literature in the Language Classroom”. Indiana Foreign Language Teachers' Association Conference, Indianapolis, IN.

2017

- Mangione-Lora, E., A. Topash-Ríos, T. Botero, and R. Parroquin. (11 March). “POWERful Engaged Learning” Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
- Mick, C., R. Parroquin, S. Williams, S. Centellas, L. Jensen, and P. Karban. (31 March). “Building Strong Relationships across Campus and across Town to Create Institutional Change and Impact Student Learning: A Case Study in Developing a Spanish Community-Based Learning Program” Let’s Talk – Center for the Study of Languages and Cultures, University of Notre Dame.
- Parroquin, R. (14 March). “Community-Based Learning (CBL): Local engagement in theory and in practice... A case study of ‘Once Upon a Time: Children’s Literature and Community Connections’”. *Strengthening Partnership through Understanding* conference, University of Notre Dame, UPAEP, and Monterrey TEC in Puebla, Mexico.
- Parroquin, R. and J. Long. (15 June). “CBR: Applying the POWER Model to Course Development.” University of Notre Dame Center for Social Concerns’ Community Engagement Faculty Institute.
- Parroquin, R., E. Wilson, and P. Karban. (9 July). “Mirror, Mirror, On the Wall: The transformative magic of seeing the self in children’s literature and connecting to history, community, and culture”. American Association of Teachers of Spanish and Portuguese Conference, Chicago, IL.
- Parroquin, R., T. Botero, M. Coloma, A. Topash-Ríos, C. Rooney, E. Mangione-Lora, C. Roach, S. Centellas, A. Grose. (14 November). “Clases, Comunidad y Colaboración: ROLL’s Role in Engaged Learning”. Center for Social Concerns’ Engaged Learning Forum, University of Notre Dame.

2016

- Centellas, S., R. Parroquin, and M. Moreno. “Spanish CBL and La Casa de Amistad” (May 25) Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame.
- Centellas, S., R. Parroquin, and M. Moreno. (October 25). “Lessons Learned and Best Practices from a Sustained University-Community Partnership” 2016 Coalition of Urban and Metropolitan Universities Conference, Washington D.C.
- Parroquin, R. with E. Geiger-Medina. Applying the POWER Model in a Second Language Class. In M. Beckman & J. Long (Eds.), *Community-Based Research: Teaching for Community Impact*. Sterling, VA: Stylus.
- Parroquin, R., C. Mick, and S. Williams. (October 8). “Assessing the Impact of Community-Based Learning (CBL) on Student Learning Outcomes in a Spanish Program” at CUALHE – Consortium on Useful Assessment in Language and Humanities Education, University of Notre Dame.
- Parroquin, R. and S. Williams (October 24). “Charting the Future: Cross-Campus Partnerships for Institutional Change” 2016 Coalition of Urban and Metropolitan Universities Conference, Washington D.C.

2015

- Parroquin, R., S. Williams, and C. Mick. (October 26) “Evaluating the Impact of Spanish Community Based Learning (CBL) Involvement on Student Learning

Outcomes and Community Partnerships” IUPUI’s Assessment Institute, Indianapolis, IN.

- Parroquin, R. and C. Mick. (October 6) “On the Effectiveness of Spanish CBL Classes” Center for Social Concerns Research Seminar, University of Notre Dame.
- Parroquin, R. (July 18). “Art in Motion – Using Technology to Unframe Oswaldo Guayasamín’s *Ecuador*” AATSP’s Meeting the Needs of a Changing Profession conference, Denver, CO (July 17-20).
- Centellas, S., M. Moreno, and R. Parroquin. “Spanish CBL and La Casa de Amistad” (May 28); Botero, T., E. Mangione-Lora, R. Parroquin, and A. Topash-Ríos. “Art in Motion: Guayasamín’s *Ecuador* Unframed” (May 27), Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame.

2014

- Parroquin, R., T. Botero and K. Richman. (May 29) “Engaging the SB Latino Community Through CBL/CBR” Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame.
- Mangione-Lora, E., T. Botero, and R. Parroquin. (July 11) “Making connections: Experiential Learning, Reflective Writing, and Course Content.” AATSP’s Articulation to Success conference, Panama City, Panama (July 8-11).
- Rivers Parroquín, Rachel, A. Topash-Ríos, E. Mangione-Lora, and T. Botero, eds. August 2014. *Art in Motion – Guayasamín’s Ecuador Unframed: An Interdisciplinary Resource Packet for Teachers*. University of Notre Dame.

http://artsandculture.nd.edu/assets/145620/gaim_lesson_packet_corrected_final_10_8_2014.pdf

2013

- Parroquin, R. and Joyce Long. (May 30) “Community Based Research: What, How, and Why?” Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame.

2012

- “Reflective Teaching and Learning that become Service to Justice” panel discussion with community partners from La Casa de Amistad. Ohio State University “To Learn and to Serve: Critical Service-Learning Initiatives and Community Engagements” October 18-20, Columbus, OH.
- “Enhance Student Reflection and Production by Integrating Prompts and Rubrics” co-presented with Elena Mangione-Lora at ACTFL, Many Languages, One United Voice Convention, November 16-18, 2012 at Philadelphia PA.

2011

- “Community Based Learning in the Context of L2 Learning and Another Culture,” Facilitated Roundtable discussion at Indiana Campus Compact, Networking Council—Northern Regional Meeting, September 30. University of Notre Dame

Selected Professional Development

2019

- Noriko Hanabusa Extended Reading workshop sponsored by CSLC, January 24, Hesburgh Library.

- Children's Book Day / Encuentro del libro infantil workshop, May 23 Chicago, IL sponsored by the Chicago Public Library, the Spanish Consulate, and multiple Spanish publishers of children's books.
- National Children's Literature Association 46th Annual Conference: Activism and Empathy, June 13-15, hosted by IUPUI and IU East Indianapolis, IN.

2018

- National Latino Children's Literature Conference, University of Texas San Antonio, February 22-24.
- Global Service Learning Summit 5, University of Notre Dame, April 15-17.
- American Association of Teachers of Spanish and Portuguese 100th Annual Conference, Salamanca, Spain. June 25-28.
- Indiana Foreign Language Teachers Association, 50th Anniversary fall conference, Indianapolis, IN. November 1-3.

2017

- Central States Conference on the Teaching of Foreign Languages, March 9-11.
- Strengthening Partnerships Through Understanding conference, Puebla, Mexico. Sponsored by University of Notre Dame, UPAEP, and Monterrey Tec. March 12-18. (Co-organized with Elena Mangione-Lora and Lisette Monterroso).
- Let's Talk: Relationships, Research, and Results. Center for the Study of Languages and Cultures. University of Notre Dame. March 31-April 1.
- American Association of Teachers of Spanish and Portuguese 99th Annual Conference, Chicago, IL. July 6-9.

2016

- Coalition of Urban and Metropolitan Universities Conference, Washington D.C. October 23-25.
- CUALHE – Consortium on Useful Assessment in Language and Humanities Education, University of Notre Dame, October 7-8.

2015

- Seeking Educational Equity and Diversity (SEED) faculty seminar, AY2014-2015, sponsored by the Offices of the President and Provost, (monthly 3-hour meeting commitment with readings and written homework).
- Catholic Social Traditions Conference: Joy and Hope, University of Notre Dame March 22-24.

2014

- Assessment Institute: *Assessment of Community Engagement: Strategies and Solutions for the Future*, Indianapolis, October 19-21.
- 6th Annual Connecting Campuses with Communities, IUPUI Research Academy, Indianapolis, May 14-16.
- The Church and Immigration Conference, University of Notre Dame, March 2-5.

2013

- Symposium on Innovative Pedagogy, November 2. Organized by Valparaiso University's Valparaiso Institute for Teaching And Learning (VITAL).

Sessions attended: Eric Mazur, Harvard University: Confessions of a Converted Lecturer and Peer Instruction; Realistic Role Play and Flipped Classroom presented by Valparaiso University faculty panels.

- American Association of Teachers of Spanish and Portuguese - Building Bridges to the Future: Innovation, Technology, Advocacy San Antonio, Texas, July 8-11.

2012

- CERCLL: International Conference on the Development and Assessment of Intercultural Competence, January 26th-29th, 2012.

2011

- Indiana Campus Compact, Community Service Directors Institute, June 2-3, IVY Tech, Richmond, IN
- International Association of Research on Service Learning and Civic Engagement (IARSLCE), November 2-4, Chicago, IL