

Damián Vergara Wilson
University of New Mexico
Department of Spanish and Portuguese
1 University of New Mexico MSC03 2100
Albuquerque, NM 87131

CV Updated: 2.19.2019

E-mail: damianvw@unm.edu

Educational History

- Ph.D. in Spanish & Portuguese, Hispanic Linguistics, University of New Mexico, 2009
- MA, Spanish & Portuguese. Hispanic Linguistics, University of New Mexico, 2003
- BA, University of New Mexico, 1999 (Magna Cum Laude)

Employment History

Department of Spanish and Portuguese, University of New Mexico, ABQ, NM 87131:

- 2017 to present: Associate Professor of Spanish: Faculty in Hispanic Linguistics and Hispanic Southwest Studies.
- 2011 to 2017: Assistant Professor of Spanish
- 2013 to present: Educational Linguistics Affiliated Faculty Member.
- 2009 to present: Coordinator, Sabine Ulibarrí Spanish as a Heritage Language Program
- 2010, 2011, 2017: Co-Director, Conexiones Spanish Immersion program (Fieldsites: Granada, Nicaragua, 2010; Trujillo, Spain, 2011; Cáceres, Spain, 2017)
- 2010 2011: Lecturer III

Publications

MONOGRAPH

Wilson, Damián V. 2014. *Categorization and Constructional Change in Spanish Expressions of 'Becoming'*. In Brill's Studies in Historical Linguistics, 4. Leiden, Netherlands, and Boston, MA: Brill Academic Publishers.

EDITED JOURNAL ISSUE

Holguín Mendoza, Claudia, Damián Vergara Wilson, and Julia Oliver Raján (Eds). 2017. Proceedings for the 3rd Symposium on Spanish as a Heritage Language in *Hispanic Studies Review* 2, (1).

ARTICLES IN REFEREED JOURNALS

Wilson, Damián V. Forthcoming. Language Attitudes in New Mexico: a triangulation of two methods. Special Issue on Language Attitudes of the *International Journal of the Linguistic Association of the Southwest*. Edited by Talia Bugel.

Wilson, Damián V. and Diego Pascual y Cabo. Forthcoming. Spanish heritage language in the educational context: linguistic diversity and the student voice. *Journal of Spanish Language Teaching*.

Hudgens-Henderson, Mary, Damián V. Wilson, and Michael Woods. Forthcoming. How Spanish course level and students' ethnic identity interact with attitudes towards their heritage language. *Hispania*.

Dumont, Jenny, and Damián V. Wilson. 2016. The role of language contact in the variation of analytic and periphrastic verbs in Spanish. *Spanish in Context*. 13(3).394-419.

- Wilson, Damián V., and Carlos E Ibarra. 2015. Understanding the Inheritors: The Perception of Beginning-Level Students toward Their Spanish as a Heritage Language Program. *EuroAmerican Journal of Applied Linguistics and Languages*, Special Issue. 2.85-101
- Wilson, Damián V., and Jenny Dumont. 2015. The emergent grammar of bilinguals: The Spanish verb *hacer* ‘do’ with a bare English infinitive. *International Journal of Bilingualism*, Special issue "Gauging convergence on the ground: Code-switching in the community ", Rena Torres Cacoullous and Catherine E. Travis (eds.). 19.444-458.
- Wilson, Damián V. 2013. One Construction, Two Source Languages: *Hacer* with an English Infinitive in Bilingual Discourse. *Proceedings from the 6th International Workshop on Spanish Sociolinguistics*, ed. by Ana Carvalho and Sara Beadrie, Somerville, MA: Cascadilla Proceedings Project.123–134.
- Wilson, Damián V. 2012b. The Intersection of Identity, Gender, and Attitudes Toward Maintenance Among Beginning Spanish as a Heritage Language Students. *International Journal of the Linguistic Association of the Southwest* 31.177–97.
- Wilson, Damián V. 2012a. Developing a placement exam for Spanish heritage language learners: Item analysis and learner characteristics. *Heritage Language Journal* 9.27–50.
- Wilson, Damian V., and Ricardo Martínez. 2011. Diversity in Definition: Integrating History and Student Attitudes in Understanding Heritage Learners of Spanish in New Mexico. *Heritage Language Journal* 8.115–132.

ARTICLES APPEARING AS CHAPTERS IN EDITED VOLUMES (PEER REVIEWED)

- Wilson, Damián V. and Devin Jenkins. In Press. The Spanish Language of the San Luis Valley. *The San Luis Valley: Its Geology, Ecology, and Human History*. Ed. by Jared M. Beeton, Charles N. Saenz, and Benjamin J. Waddell. Denver, CO: University of Colorado Press.
- Showstack, Rachel, and Damián Vergara Wilson. Forthcoming. Pragmatics and heritage speakers: Research, teaching, and curricula. *The Routledge Handbook of Spanish Pragmatics*. Ed. by César Felix-Brasdefer & Dale Koike. London: Routledge Press.
- Wilson, Damián V. Forthcoming. Incorporating our own traditions and our own ways of trying to learn the language: Beginning-level Spanish as a Heritage Language Students’ perception of their SHL learning experience. *Outcomes of University Spanish Heritage Language Instruction in the United States*. Ed. by Melissa Bowles. Washington DC: Georgetown University Press.
- Wilson, Damián V and Sarah Schulman. Forthcoming. Training new instructors in a university-level Spanish as a Heritage Language program. *Aproximaciones al estudio del español como lengua de herencia*. Ed. by Julio Torres and Diego Pascual y Cabo. London: Routledge Press.
- Wilson, Damián V and Christian Koops. Forthcoming. Norteños sing their words and Sueños Mexicanos: bilingualism and attitudes in the perceptual dialectology of New Mexico. *Festschrift in honor of Garland Bills*. ed. by Daniel Villa. International Journal of the Linguistic Association of the Southwest.
- Wilson, Damián V. 2018. Gradient conventionalization of the Spanish expression of ‘becoming’ *quedar(se) + ADJ* in seven centuries. *Functionalist and Usage-based Approaches to the Study of Language: In honor of Joan L. Bybee*. Ed. by K. Aaron Smith and Dawn Nordquist. Companion to Studies in Language series. Philadelphia: John Benjamins. 175-198.

Wilson, Damián V. 2009. From “remaining” to “becoming” in Spanish: The role of prefabs in the development of the construction quedar(se) + ADJECTIVE. *Formulaic language: distribution and historical change*, ed. by Roberta Corrigan, Moravcsik Edith A., Hamid Ouali, and Kathleen M. Wheatly, 1:273–295. *Typological Studies in Language* 82. Philadelphia: John Benjamins.

INVITED ARTICLES

Holguín Mendoza, Claudia, Damián Vergara Wilson, and Julia Oliver Raján. 2017. Nuevas perspectivas hacia la enseñanza, preservación y mantenimiento del español como una lengua de herencia en los Estados Unidos. Introduction to the Proceedings for the 3rd Symposium on Spanish as a Heritage language in special issue (Holguín Mendoza, Wilson, and Oliver Raján, Eds.) of *Hispanic Studies Review* 2, (1):1-9.

Wilson, Damián V. 2015. Panorama del español tradicional de Nuevo México / Panorama of Traditional New Mexican Spanish. *Informes del Observatorio*, Instituto Cervantes at Harvard: <http://cervantesobservatorio.fas.harvard.edu/es/informes/informes-del-observatorio-observatorio-reports-012-062015sp-panorama-del-espa%C3%B1ol>.

WORKS IN PROGRESS

Wilson, Damián V. In Prep. Grammaticalization and usage-based approaches. *Handbook of Usage-Based Approaches to Romance Linguistics*. Edited by Manuel Díaz-Campos and Zonia Balasch. Cambridge. Cambridge University Press.

Wilson, Damián V. In Prep. Bringing sociolinguistics and critical pedagogy into the Spanish as a Heritage Language classroom.

Koops, Chris and Damián Vergara Wilson. In Prep. Mapping attitudes and perceptions of language variation in New Mexico.

Presentations at Professional Meetings

PLENARIES / KEYNOTES

El español que se habla aquí: Sociolinguistics in Spanish as a Heritage Language. 6th Symposium on Spanish as a Heritage Language. University of Texas Río Grande Valley, McAllen TX. Spring 2019.

INVITED TALKS

S is for SHL and Sociolinguistics: The tale of two fields in Spanish as a Heritage Language program implementation. University of Florida. Department of Spanish and Portuguese Studies. Gainesville, FL. Nov. 13, 2018.

The heritage language as a complex adaptive system: Applying notions of usage-based linguistics to heritage language instruction. Pennsylvania State University, Department of Spanish, Italian, and Portuguese. College Station, PA. March 3, 2017.

The heritage language as a complex adaptive system: Applying notions of usage-based linguistics to heritage language instruction. University of New Mexico, Department of Educational Linguistics Brown Bag series. Albuquerque, NM, Feb. 27, 2017

Mapping attitudes in the Land of EEE!! -Perceptions of language variation in New Mexico. Presented with Chris Koops. LAII Interdisciplinary Lecture Series in Linguistics. UNM, Feb 2, 2016.

- Identity Labels, Proficiency, and Attitudes Toward Maintenance: A look at UNM SHL students. SOLAS Brown Bag talk delivered at UNM Latin American Iberian Institute (LAI). Presented with Miguel Woods and Mary Hudgens Henderson. March 21, 2012.
- Which came first, the speaker's grammar or the linguistic form?: a 'lay' explanation of usage-based linguistic research. The Mellon Foundation Lecture Series. UNM, Albuquerque, NM. November 16, 2009.
- Semantic categories of adjectives used with the Spanish expression of 'becoming' quedar(se) + ADJ: Past and present. The Mellon Foundation Symposium. UNM, Albuquerque, NM. April 29, 2009.

INVITED WORKSHOPS

- Bringing critical sociolinguistics into the Spanish as a Heritage Language classroom: A hands-on workshop.* University of Florida. Department of Spanish and Portuguese Studies. Gainesville, FL. Nov. 13, 2018.
- ¡Sí se puede!: Bringing sociolinguistics and critical pedagogy into the Spanish as a Heritage Language classroom.* Hispanic Linguistics Symposium, Texas Tech, Lubbock, Texas, Oct. 26-28, 2017. Presented with Sarah Schulman
- Taller: El español de herencia.* Centro Español de Recursos, National Hispanic Cultural Center, Albuquerque, NM. May 17, 2013.
- ¡A mantener nuestro idioma!: A workshop on teaching Spanish as a Heritage Language at the college level.* Metropolitan State College, Denver, CO. April 2, 2010.

REFEREED CONFERENCE PAPERS

- Teaching Applied Linguistics in the Study Abroad Context. Hispanic Linguistics Symposium. University of Texas Austin. October 25-27, 2018. (with Rachel Showstack).
- Estas palabras están conmigo: The Spanish language of the San Luis Valley of Colorado.* LASSO, Linguistics Association of the Southwest. Brigham Young University. Aspen Grove, UT. October 11-14, 2018. (With Devin Jenkins).
- The Enduring but Tenuous Legacy of Traditional San Luis Valley Spanish. 1st Annual Querencias Conference. University of New Mexico, April 13-14, 2018. (With Devin Jenkins).
- Formulaic language and receptive bilinguals: What constructions do beginning Spanish as a Heritage Language learners know? 3rd International Conference on Heritage/Community Languages. UCLA, Los Angeles, CA. Feb 16-17, 2018.
- Norteños sing their words and Sueños Mexicanos: bilingualism and attitudes in the perceptual dialectology of New Mexico. 46th Meeting of the Linguistics Association of the Southwest (LASSO). New Mexico State University, Las Cruces, NM. Oct. 5-6, 2017 (with Chris Koops).
- The best Spanish here we speak: Mapping attitudes and perceptions of language variation in New Mexico. 45th Meeting of the Linguistics Association of the Southwest (LASSO). University of Texas at Austin, TX. Sept. 15-17, 2016 (with Chris Koops).
- The heritage language as a complex adaptive system: Practical applications of usage-based linguistics to heritage language instruction. III National Symposium on Spanish as a Heritage Language. University of Oregon, Eugene, OR. Feb. 18-20, 2016.

- Language contact, gender, and progressive constructions in Spanish. 8th Workshop on Spanish Sociolinguistics. Universidad de Puerto Rico, Río Piedras, PR, April 13-16, 2016 (with Jenny Dumont).
- Progressive constructions in two contact varieties of Spanish. Paper presented at the 25th Conference on Spanish in the US. The City College of New York (CUNY), March 26-29, 2015 (with Jenny Dumont).
- Understanding the inheritors: The perception of beginning-level students toward their SHL program. Paper presented at the Second Symposium on Spanish as a Heritage Language. Texas Tech, Lubbock, Feb 12-14, 2015 (with Carlos Enrique Ibarra).
- English, Spanish, Texas Twang and Spanglish: A bilingual perceptual dialectology of New Mexico. Paper presented at the 43rd Meeting of the Linguistics Association of the Southwest (LASSO). California State University, San Marcos CA. September 18-20, 2014 (with Chris Koops).
- El mitotero, la jura, y la movida: Spanish as a Heritage Language Learner Typology through Placement Exam Data. Paper presented at the Second International Conference on Heritage/Community Languages. University of California, Los Angeles, CA. March 7-8, 2014.
- De cabo a rabo: Teaching Spanish as a Heritage Language in a large lower-division program”. Panel Organizer, Presenter, and Moderator at the Second International Conference on Heritage/Community Languages. University of California, Los Angeles, CA. March 7-8, 2014.
- English / Spanish: Neither or Both in the Creation of a New Chican@ Grammar. Paper presented at the 60th annual meeting of the Rocky Mountain Conference for Latin American Studies. Santa Fe, NM. April 3-6, 2013.
- The emergent grammar of bilinguals: The Spanish verb *hacer* with a bare English infinitive. New Mexico Spanish/English Bilingual Survey (NMSEB) Panel. Paper presented at the 24th Conference on Spanish in the United States. McAllen, TX. March 6-9, 2013 (with Jenny Dumont).
- Formulaic language in bilingual discourse: The case of Spanish *hacer* with a borrowed English verb. Paper presented at the High Desert Linguistic Society. UNM. Albuquerque, NM. November 1-3, 2012.
- One prefab, two languages: *Hacer* with a borrowed English verb in bilingual discourse. Paper presented at the 6th International Workshop on Spanish Sociolinguistics. Tucson, AZ. April 12-14, 2012.
- Linguistic attitudes and language proficiency: the correlation of level and attitudes toward maintenance among Spanish as a Heritage Language students. Paper presented at the American Association of Applied Linguistics (AAAL). Boston, MA. March 24-27, 2012 (with Miguel Woods and Mary Hudgens-Henderson).
- Being Bilingual in New Mexico: Identity labels and attitudinal dimensions of Spanish language maintenance. Paper presented at the American Association of Teachers of Spanish and Portuguese, 94th Annual Conference. San Juan, PR. July 7-10 (with Miguel Woods and Mary Hudgens-Henderson).
- “The Spanish language is a big part of my...”: Attitudes toward maintenance among first and fourth semester Spanish as a Heritage Language students. Paper presented at the Linguistic Association of the Southwest (LASSO) XL. South Padre, TX. Sept. 29-Oct. 1, 2011.

- “To be more in tune with my culture...”: The intersection of identity and attitudes toward maintenance among beginning Spanish as a Heritage Language students. Paper presented at the 23rd Conference on Spanish in the US / 8th Spanish in Contact with Other Languages. Sacramento, CA. March 17-20, 2011.
- Órale* in oral production: revisiting the issues of ‘standard’ Spanish in the SHL classroom. Paper presented at the Linguistic Association of the Southwest (LASSO) XXXIX. Las Cruces, NM. October 7-9, 2010.
- Moving Along but Not Forgotten: Methods for Attending to Heritage Learner Needs in Upper-Division Classes with Mixed Learner Groups. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.
- Our heritage language brings us together; Creating student cohesion in a diverse heritage language program. Panel organizer, moderator, and presenter. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.
- Understanding Language Communities Through Research. Panel presenter. First International Conference on Heritage/Community Languages. UCLA. Feb. 19-21, 2010.
- Prefabs at the center for centuries; The persistence of formulaic sequences in the Spanish change-of-state construction *quedar(se)* + ADJECTIVE. Paper presented at the 12th Hispanic Linguistics Symposium (HLS). San Juan, PR. October 21-24, 2009.
- From ‘Remaining’ to ‘Becoming’ in Spanish: the analogical extension of *quedar(se)* + ADJ. Paper presented at the University of Wisconsin Milwaukee Linguistics Symposium on Formulaic Language. Milwaukee, WI. April, 2007.
- From ‘Remaining’ to ‘Becoming’ in Spanish: A diachronic usage-based approach. Paper presented at the High Desert Linguistics Society (HDLS) 7, Albuquerque. November 9-11, 2006.
- How do we fight history?: Language Trauma, Historical Factors, and Linguistic Consequences. Paper presented at the The Politics of Language, University of New Mexico. October, 19-21, 2006.
- Heritage Language Placement Exams, Self-esteem and Attitudes. Paper presented at Spanish in the U.S., Chicago, March 24-26, 2005.
- Local patterns, discourse function and semantic class: A usage based approach to tense and aspect in Spanish. Paper presented at Spanish in the U.S., Chicago. March 24-26, 2005 (with Jenny Dumont).
- Señor, yo tengo que hazer. Suplicole no me detenga*: The development of tener que + infinitive as a modal expression of obligation. Paper presented at the High Desert Linguistics Society (HDLS) 6, Albuquerque. November 4-6, 2004.
- Repetition of borrowings in Spanish/English bilingual discourse. Paper presented at the Linguistic Association of the Southwest (LASSO) XXXIII, New Orleans. September 10-12, 2004.
- Tesoros de nuestra cultura: Chicano language competency in heritage language classes. Paper presented at the National Association for Chicana and Chicano Studies (NACCS), Albuquerque, NM. March 31-April 4, 2004.
- Visual Recognition of Semantic, Lexical and Syntactic Information. Paper presented at the 4th International Symposium on Bilingualism at Arizona State University, May 3, 2003 (with Nuria Sagarra, Patricia Morales Cano & Margarita Torres-Keller).

Professional Recognition and Honors

- Sigma Delta Pi, La Sociedad Nacional Honoraria Hispánica: Capítulo Mu Alpha. Selected by students as honorary member in Spring 2016.
- New Teacher of the Year Award. Spring 2015. Nomination.
- Nominated for Faculty of Color Award, Spring 2011, Project for New Mexico Graduates of Color (PNMGC)
- Dissertation nominated for Tom L. Popejoy Dissertation Prize, Spring 2011
- Member of the Southwest Hispanic Research Institute (SHRI), 2010-present.
- Dissertation awarded with distinction, 2009, UNM Dept. of Spanish & Portuguese.
- Susan Deese-Roberts 2007-2008 Outstanding Teaching Assistant of the Year Award, UNM OSET.

Research Funding

Project Title: *Stories of Migration: Conceptions of Home and Place.*

Principal investigator: Melissa Axelrod

Funding organization: UNM Research Office.

Awarded: \$9,950.12. Submitted: Feb 2, 2016. Received: Feb 22, 2016.

Result of funding: In response to the NEH “The Common Good: Humanities in the Public Square” initiative, the project focuses on how stories of migration allow people to conceptualize their home and their place in the political, social, and linguistic communities of the United States. HWGI funding will allow us to identify what grant ‘products’ lie at the intersection of our different disciplines in order to submit a larger grant proposal to the NEH. I was solely responsible for the budget and collaborated in the writing of the grant.

Teaching

Doctoral Advisement

Chair of Doctoral Dissertation Completed

Aubrey Healey (UNM); May 2017; *Evolution of complex predicates with cuenta expressing semantic events of cognition in Spanish.*

Mary Hudgens Henderson (UNM); January 2016; *Sociolinguistics for Kids: A Dialect Awareness Curriculum for Bilingual Students.*

Reader of Doctoral Dissertation Completed

Schulman, Sarah; March 2019; *Learning how to teach: an exploration on how Spanish language teaching assistants come to understand and enact SLA/HLA theory into practice.*

Van Buren, Jackelyn; December 2017; *Cuasi nomás ingles: Prosody at the Crossroads of Spanish and English in 20th Century New Mexico.*

Lauren Perrotti (Pennsylvania State University); April 2017; *Investigating community norms and linguistic mechanisms in codeswitching: Bridging linguistic theory and psycholinguistic experimentation.*

Adrienne Gonzales (UNM); defended July 2012; *Interlanguage pragmatic development in native speaker/nonnative speaker participatory online environments.*

Victor Valdivia (UNM); defense anticipated May 2014; *Verbs of Speech and Cognition: Structural Patterns in New Mexican Spanish.*

Chair of Doctoral Dissertation in progress

Michael Woods (UNM); defense anticipated June 2020; *Intergenerational language maintenance and shift among Latinos in Salem, Oregon: The role of linguistic attitudes and social engagement.*

Carlos Enrique Ibarra; Title TBA—Proposal to be defended in May 2018

Committee member (reader) Doctoral Dissertations in progress

Molly Perara-Lunde; *The Mackey Boxes: Cross generational language practices in New Mexico*

Marian Giráldez Elizó; *The Effects of Semantic Neighborhood Density on Vocabulary Learning in Spanish as a Second Language and as a Heritage Language.*

Masters Advisement

Committee member for MA Comprehensive Exams

Exam reader in Hispanic Linguistics and SW Spanish MA exams from fall 2009 onward.

Undergraduate Student Mentoring

Leslie A. Alvarado; October 2013-May 2014; seeking BA, double major Spanish & Foreign Languages; UNM El Centro de la Raza, El Puente Internship.

Rhi Diem; Fall 2012; Reader of INTS Capstone Project.

Resolanas Student Organization Faculty Mentor. Oversee MA and PhD TAs in creating cultural events for lower-division Spanish students, both SHL and SSL.

Classroom Teaching

2019 Spring; Seminar: Spanish of New Mexico; Span 547; 14 Students

2018 Fall; Spanish of the Southwest; Span 371; 15 students

2018 Spring; Spanish of the Southwest; Span 371; 16 students

2017 Fall; Sabbatical

2017 Spring; Seminar on Spanish as a Heritage Language; Span 549; 21 students

2016 Fall; Spanish of the Southwest; Span 371; 21 students

2016 Spring; Spanish of the Southwest; Span 371; 24 students

2015; Fall; Seminar: Spanish of New Mexico; Span 547; 13 Students

2015; Spring; Spanish of the Southwest; Span 371; 25 students

2014; Fall; Seminar: Southwest Spanish; Span 547; 17 Students

2014; Spring; Seminar: History of the Spanish Language; Span 549; 12 Students

2013; Fall; Research on Teaching Spanish; Span 541; 19 Students

2013; Fall; Graduate Problems; Span 551; 1 Student

2013; Summer; Graduate Problems; Span 551; 1 Student

2012; Fall; Seminar: Intro to Sociolinguistics; Span 546; 13 Students

2012; Spring; Undergraduate Problems; Span 497; 3 Students

2012; Spring; Seminar: Southwest Spanish; Span 547; 10 Students

2011; Fall; Undergraduate Problems; Span 497; 4 Students

2011; Fall; Seminar: Seminar: History of the Spanish Language; Span 549; 14 Students

2011; Summer; Topics: Spanish Conversation (Conexiones-Trujillo, Spain); Span 203; 1 student

2011; Summer; Topics: Spanish Culture (Conexiones-Trujillo, Spain); Span 301; 9 students

2011; Summer; Topics: Spanish Literature (Conexiones-Trujillo, Spain); Span 429; 6 students

2011; Spring; Seminar: Southwest Spanish; Span 547; 16 students

2011; Spring; Undergraduate Problems; Span 497; 1 student

2011; Spring; Topics: Intro to Sociolinguistics; Span 449; 24 students

2010; Fall; Undergraduate Problems; Span 497; 2 students

2010; Fall; Topics: Intro to Sociolinguistics; Span 449; 5 students
2010; Fall; Seminar: Intro to Sociolinguistics; Span 546; 9 students
2010; Fall; Spanish of the Southwest; Span 371; 19 students
2010; Summer; Contemporary Lit of Mexico (Conexiones-Granada, Nicaragua); Span 439; 3 students
2010; Summer; Spanish Conversation (Conexiones-Granada, Nicaragua); Span 203; 2 students
2010; Spring; Advanced Grammar; Span 352; 26 students
2010; Spring; Seminar: Southwest Spanish; Span 547; 10 students
2009; Fall; Spanish Phonetics; Span 350; 28 students

Curriculum Development or Teaching Administrative Positions

Coordinator of the Sabine Ulibarrí Spanish as a Heritage Language Program, Aug. 2009-Present. This program is consistently either the largest or second largest Spanish as a Heritage Language (SHL) program in the country, as compared on a semester-by-semester basis with the SHL program at University of AZ, Tucson, with a range of approximately 200-550 students per semester and four levels. The overarching goal is to draw upon bilingual skills and cultural competency of students from traditionally bilingual communities in order to enhance language acquisition. Duties include (but are not limited to): Coordination and supervision of all sections of Spanish 111, 112, 211, and 212; Expansion of program to include a Spanish 301 topics course and a Spanish 302 Writing course for SHL students beginning in fall 2011; Supervision and mentoring of 7-13 graduate TAs per semester; Program promotion and recruitment among undergraduates to bolster enrollment; Development, administration, and maintenance of Lower-Division Spanish placement exam; Coordinating textbook selection including the formation of selection committees; Conducting classroom observations; Writing and administering exams; Creating syllabi and course schedules; Creating pedagogical materials for use in the classroom and for homework; Design of final projects that connect students to the local Spanish-speaking community; Conducting weekly practicum meetings with TAs in each Lower-Division level; Creation and updating a TA Manual addressing SHL theory and practice; Coordination of week-long TA orientation for fall and two-day orientation for spring; Assess TA evaluation forms in order to provide feedback; Conduct program assessment and prepare reports for General Education Assessment Office; Maintain knowledge of current SHL pedagogical research; Conduct research on SHL students for program improvement and dissemination of findings in the SHL community; Faculty mentorship of *Resolanas* student organization.

Curricular Development Funding

Project Title: San Luis Valley Spanish Language Curriculum (\$11,658). To be Granted by the Adelante San Luis

Principal Developer: Damián Vergara Wilson

Funding organization: Adelante San Luis:

\$11,658 to be awarded from July, 2019 to Jan. 2020

Result of funding: Develop culturally engaged curriculum for high schools in the San Luis Valley of Colorado.

Project Title: Learning Improvement Award (\$1,000). Granted by the UNM Assessment

Principal Developer: Damián Vergara Wilson

Funding organization: Granted by the UNM Assessment Organization:
\$1,000 awarded from July, 2014 to Dec. 2014

Result of funding: Developing and assessing pedagogical materials for Span 111.

Project Title: Learning Improvement Award (\$1,000). Granted by the UNM Assessment

Principal Developer: Damián Vergara Wilson

Funding organization: Granted by the UNM Assessment Organization:
\$1,000 awarded from July, 2015 to Dec. 2015

Result of funding: Developing and assessing pedagogical materials for Span 112.

Project Title: The online Spanish placement exam: an innovative approach for Heritage Learners and Second Language Learners

Principal investigator: Damián Vergara Wilson

Funding organization: UNM Office for the Support of Effective Teaching (OSET)

Awarded: \$5,000 awarded from Feb. 7, 2010 to Dec. 20, 2010

Result of funding: Funding was used to pay a team of four Graduate Research Assistants to create items for the placement exam and to collect data for analysis by the principal investigator. The items were administered in two rounds of pilot studies on over 600 participants in lower-division Spanish. After statistical item analysis was conducted, the most discerning items were used in an online placement exam that identifies and places both Spanish as a Heritage Language students and Spanish as a Second Language students. The research process was the subject of Wilson (2012), above.

Service

Editor of conference proceedings

2017. *Hispanic Studies Review*. Special issue: Proceedings for the III National Symposium on Spanish as a Heritage Language. Ed. by Julia Oliver Rajan, Claudia Holguín, and Damián Vergara Wilson.

Editor of textbook (revision)

2015. María Dolores Gonzales & Celia Tucker de Gonzales. *Español, Nuestra Herencia, Nuestro Tesoro: Spanish as a Heritage Language*, 2nd Edition. Revised by Damián Vergara Wilson and Carlos Enrique Ibarra. Los Angeles: Pearson Custom Publishing.

Reviewing for journals and chapters in edited volumes

2014. *Heritage Language Journal*. 1 article.

2019. *EuroAmerican Journal of Applied Linguistics and Languages*. 1 article.

2018. *John Benjamins*. 1 chapter in conference proceedings.

2018. Routledge. 2 monograph proposals.

2017. *Language Learning*. 1 article.

2016. *John Benjamins*. 1 chapter.

2016. *John Benjamins*. 2 chapters.

2016. Routledge. 1 textbook proposal and 1 monograph proposal.

2016. *Spanish in Context*. 1 article

2016. *International Journal of Bilingualism*. 1 article.

2016. *International Journal of the Linguistic Society of the Southwest*. 1 article.
 2016. *Bulletin of Hispanic Studies*. 1 article.
 2016. *CogniTextes*. 1 article.
 2015. *Lengua y Migración*. 1 article.
 2015. *Languages*. 1 article.
 2015. *International Journal of the Linguistic Society of the Southwest*. 1 article.
 2014. *Heritage Language Journal*. 1 article.
 2013. *Current Issues in Language Planning*. 2 articles
 2013. *CogniTextes*. 1 article.
 2011. *Heritage Language Journal*. 1 article.

Reviewing for textbooks

2018. Maria Gonzalez-Aguilar, Marta Rosso-O'Laughlin. *Atando cabos: Curso intermedio de español*, 5th Edition. 6th ed. New York: Pearson/Prentice.
 2013. Alonso-Lyrintzis, Deana, and Brandon Zaslow. 2014. *Entre mundos: An Integrated Approach for the Native Speaker*. 2nd ed. New York: Pearson/Prentice.

Reviewing for scholarly books

2016. Kate Bellamy, Michael Child, Paz González González, Antje Muntendam, and María del Carmen Parafita Couto (Eds.). Forthcoming. *Multidisciplinary Approaches to Bilingualism in the Hispanic and Lusophone World*. Series in *Issues in Hispanic and Lusophone Linguistics*. Philadelphia: John Benjamins.
 2014. Marta Fairclough and Sara Beaudrie (Eds.). Forthcoming. *Innovative Approaches in Heritage Language Teaching: From Research to Practice*. Washington D.C.: Georgetown.
 2014. Diego Pascual y Cabo (Ed.). (forthcoming). *Advances in Spanish as a Heritage Language*. Edited volume in John Benjamins Series: *Studies in Bilingualism*. Philadelphia: John Benjamins.
 2013. Sara Beaudrie, Cindy Ducar, and Kim Potowski. 2014. *Heritage language teaching: Research and practice*. New York: McGraw Hill.
 2013. Joan Bybee. 2015. *Language Change*. Cambridge: Cambridge University Texts.

Reviewing abstracts for conference proceedings

2010. Hispanic Linguistics Society proceedings for HLS 2009 conference. Cascadilla Press.

Reviewing abstracts for professional conferences

2015. III National Symposium on Spanish as a Heritage Language. University of Oregon, Eugene, OR, Feb. 18-20, 2016.
 2015. 25th Conference on Spanish in the US, March 26-29, 2015. The City College of New York (CUNY).
 2014. Second Symposium on Spanish as a Heritage Language. Texas Tech, Lubbock, Feb 12-14, 2015.
 2012. 24th Conference on Spanish in the United States. UT Pan Am. March 6-9, 2013. McAllen, TX, USA.

Administrative work in Department, College, University committees

- Evaluator of Statewide Core Curriculum. Comments prepared for UNM Task Force on General Education. September-October, 2016.
- Undergraduate Committee. Fall 2016-Spring 2018.
- Advisory board member. UNM Mellon Advisory Board Member: Andrew W. Mellon Foundation of our Doctoral Fellowship Program. May 2015, 2016, 2017 & 2018.
- Co-organizer. Talk by Kim Potowski, “Soy los dos”: Spanish and Identity among “Mexiricans”. Interdisciplinary Lecture Series in Linguistics. Sponsored by Dept of Spanish and Portuguese, LAII, and SHRI. 11/2/15.
- Co-organizer. Campus visit by two potential PhD students in Hispanic Linguistics program. This recruitment visit was successful and both accepted the offer. 3/23-3/26/16.
- Mentor. Educational Linguistics program. PhD students: Molly Perara-Lunde, Sarah Schulman, Jorge Guillem. 2015-2016.
- Member. Provost’s Committee on Writing. Subcommittee on Writing Intensive Courses. Nov 2014-May 2015.
- Promotion File Reviewer. Reviewed promotion file for promotion to Senior Instructor of Spanish for Oregon State University School of Language, Culture, and Society, Sept 2014.
- College Assessment and Review Committee. Reviewer of assessment reports. Fall 2013.
- Educational Linguistics. Faculty member beginning Fall 2013.
- Search committee for tenured or tenure-track faculty in Hispanic Linguistics/Spanish language coordinator. Fall 2013 – Spring 2014.
- Homecoming Committee. *Celebrating Varieties of New Mexican Spanish*. Organized fundraising homecoming symposium with scholarly presentations. Spring-Fall 2013.
- Search committee for tenured or tenure-track faculty in Southwest Studies. Fall 2011- Spring 2012.
- Search committee for tenured or tenure-track faculty in Hispanic Linguistics. Fall 2011- Spring 2012.
- Search committee for SHL/SSL program Admin II. Spring 2012.
- Website Committee. Fall 2011- Spring 2012.
- Interim Departmental Assessment Coordinator. Spring 2011-Fall 2012.
- Graduate Committee. Fall 2009- Spring 2016.
- Placement Exam Committee. Research, design, and implementation of placement exam for lower-division Spanish students. Fall 2009-present
- Departmental Assessment Committee. Fall 2009-2012/Fall 2016-Spring 2017.
- MA and PhD Admissions Committee. Fall 2009-present.

Community Service (academic)

- *Spanish Summer Immersion Institute for Bilingual Teachers*. Workshop on New Mexican Spanish. Dolores Gonzales Elementary School, Albuquerque, NM. June 20, 2016.
- Evaluator. Bilingual Seal Portfolios by Seniors at Albuquerque High School. March 12, 2016.
- Author. Wrote a brief article, “Encouraging Multilingualism” for Escuela del Sol Montessori’s monthly newsletter, *Buenos Días*, March 2014.

- Consultant on the implementation of a Spanish as Heritage Language. Bosque School. Fall 2014.
- *Taller: El español de herencia*. Workshop for professional development and continuing education of primary and secondary school teachers. Centro Español de Recursos, National Hispanic Cultural Center, Albuquerque, NM. May 17, 2013.