

THE UNIVERSITY OF BRITISH COLUMBIA
Curriculum Vitae for Faculty Members

Date: June 22, 2021

Initials: *BEI*

1. **SURNAME:** Orr-Álvarez **FIRST NAME:** Brianne **MIDDLE NAME(S):** Elizabeth
2. **DEPARTMENT/SCHOOL:** FHIS Department
3. **FACULTY:** Arts
4. **PRESENT RANK:** Assistant Professor of Teaching (Spanish) **SINCE:** July 2019
5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
Michigan State University	PhD	Hispanic Cultural Studies	2003-2009 ¹
Michigan State University	MA	Hispanic Studies	2001-2003
Universidad Complutense de Madrid	MA (9 credits)	Iberian Studies coursework	2002
Universidad de Extremadura (Cáceres, Spain)	BA (12 credits)	Spanish language and literature	1998
Michigan State University	BA	Double major in English and Spanish; Secondary Education Certification	1997

Special Professional Qualifications

International Program for the Scholarship of Teaching and Learning (SoTL) and the Scholarship of Educational Leadership (SoEL): UBC Certificate on Curriculum and Pedagogy in Higher Education, September 2015-May 2016.

UBC Internationally Accredited Certificate for Instructional Skills Workshop (ISW), UBC, (24 hours, blended), August 2020.

Received Asian Studies Peer Review of Teaching Online Training Certificate, Department of Asian Studies at UBC, March 2021.

¹ Dissertation: "Cracking the Male Code: The Politicization of Gender in Latin American Guerrilla Literature"; Supervisor: Dr. María E. Mudrovic

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
The University of Arkansas at Little Rock	Assistant Professor of Spanish (Tenure-track)	2009-2010
Michigan State University	Graduate Teaching Assistant	2001-2004; 2006-2007;
Michigan State University	Visiting Instructor	2007-2008
Michigan State University	Graduate Director of Spanish Writing Centre	2005-2006
Lansing Community College	Instructor of Spanish	2006-2008
Michigan State University	Assistant to Coordination	2004-2005
Universidad Menéndez Pelayo (Santander, Spain)	Graduate Teaching Assistant and Mentor	June-August 2003
Universidad de Celaya (Celaya, Mexico)	Visiting Instructor of Foreign Language Pedagogy	June-August 2001

(b) *At UBC*

Rank or Title	Dates
Assistant Professor of Teaching (Spanish)	2019-present
Arts One Instructor	2017- 2019
Lecturer of Spanish	2013-2019
Assistant Professor (Without Review)	2010-2013

(c) *Date of granting of tenure at UBC:*

7. **LEAVES OF ABSENCE**

University, Company or Organization at which Leave was taken	Type of Leave	Dates
N/A		

8. **TEACHING**

(a) *Areas of special interest and accomplishments*

I teach all levels of the Spanish curriculum (language and literature) and offer courses that familiarize students with the skills and competencies necessary to become proficient in the language, while equipping them with a disciplinary and intercultural awareness that prepares them for upper-tier content courses.

Teaching Philosophy

My teaching brings together aspects of various approaches and techniques —the Communicative and Action-Oriented Approaches, inquiry-based and collaborative learning practices, and learn-by-teaching methods— that encourage guided interactions and skill development that leads to intercultural and communicative competence in the target language and culture. My instruction also aims to create a safe and effective learning environment built on mutual respect and understanding and places human intuition and student well-being at the center of the teaching and learning experience.

Regardless of the level, content, or language of instruction, my teaching follows a logical sequence and connects educative goals, assessments and practices to learner experiences, motivations, and goals. I open class with a warm-up that links the current lesson to past and upcoming ones and urges students to reflect on the subjects at hand through different lenses. I also strike a balance between instructor and student-led activities and design lessons that interrelate cultural and linguistic knowledge in authentic or real contexts. When aligned with realistic learning outcomes, the right dose of technology, and *un toque personal* (a personalized touch), this customizable approach promotes the “five C’s” that have greatly contributed to student success in my classrooms up to this point: communication, context-based learning, connections, community, and comfort by creating an open and respectful environment driven by instructor and student-directed engagement with course content and with each other.

Technology is a fundamental aspect of my pedagogy. When common guidelines for responsible use are set and clearly communicated from the start, I have found that it is one of the most effective means of involving students in the learning process and classroom community without compromising academic or privacy standards. Canvas has transformed how I manage courses, communicate expectations to students, assess their progress and learning process, and create community in and outside of the classroom. Zoom is an essential tool for building instructor and learner presence in the virtual classroom and collaborative documents in OneDrive allow me to record student thoughts and questions on the spot. The prompt recognition of student contributions reminds them that their voice is as central as mine in shaping their peers’ comprehension of and investment in course content and encourages mutual respect in a safe, yet rigorous academic environment.

This manifold approach to teaching encourages purposeful learning that is in tune to varied viewpoints, relevant methodologies and practices, and accessible to diverse learners. Nevertheless, I believe that my pedagogy is unique because of my capacity to offer glimpses of who I am as a human being and life-long learner. As an employee of an institution that values student well-being, equity, diversity, and inclusion as keystones of learner engagement and academic success, I consciously present myself before students as an approachable and adaptable guide, whose central aims are to facilitate learning in an enjoyable, conscientious, and empathetic way and to continuously evaluate my methods and practices so that they reflect my values, shifting curiosities, and skills and also theirs.

(b) Courses Taught at UBC

Session	Course Number	Total Scheduled Hours	Class Size	Total Hours Taught per Course			
				Lectures	Tutorials	Labs	Other
WT2 2020	SPAN 102	39	47	39			
WT2 2020	SPAN 280	39	65	39			
WT1 2020	SPAN 101	39	67	39			
WT2 2019	SPAN 280	39	67	39			
WT2 2019	SPAN 102	39	31	39			
WT1 2019	SPAN 222	39	13	39			
WT1 2019	SPAN 101	39	33	39			
ST1 2018	SPAN 201	36	46	36			
WT 1&2 ² 2018	Arts One	234	17	52	78		104
WT2 2018	SPAN 280	39	67	39			
WT1 2018	SPAN 221	39	37	39			
ST2 2017	SPAN 102	36	46	36			
WT2 2017	SPAN 365	39	39	39			
WT 1&2 2017	Arts One	234	16	52	78		104
WT1 2017	SPAN 102	39	32	39			
ST1 2016	SPAN 201	39	37	39			
WT2 2016	SPAN 202	39	36	39			

² Arts One is a team-taught (4-5 faculty members per team) course for first-year students that incorporates lectures, seminars (listed above under tutorials), and small-group tutorials (listed above under other). Each Monday, a different faculty team-member delivers a 2-hour lecture (for a total of 4-5 per year), and then teaches seminars of ~20 students each 2 additional days of the week. In addition to the lectures and seminars, instructors run 4-5 weekly peer-evaluation of writing sessions of 4-5 students each.

Session	Course Number	Total Scheduled Hours	Class Size	Total Hours Taught per Course			
				Lectures	Tutorials	Labs	other
WT2 2016	SPAN 202	39	33	39			
WT2 2016	SPAN 222	39	33	39			
WT1 2016	SPAN 201	39	36	39			
WT1 2016	SPAN 201	39	34	39			
WT1 2016	SPAN 401	21	28	21			
WT1 2016	SPAN 280	39	38	39			
ST2 2015	SPAN 102	39	21	39			
WT2 2015	SPAN 202	39	35	39			
WT2 2015	SPAN 202	39	35	39			
WT2 2015	SPAN 364	39	25	39			
WT1 2015	SPAN 201	39	39	39			
WT1 2015	SPAN 221	39	27	39			
WT1 2015	SPAN 222	39	25	39			
ST1 2014	SPAN 101	39	34	39			
WT2 2014	SPAN 102	39	26	39			
WT2 2014	SPAN 202	39	35	39			
WT2 2014	SPAN 202	39	36	39			
WT1 2014	SPAN 101	39	37	39			
WT1 2014	SPAN 201	39	34	39			
WT1 2014	SPAN 201	39	35	39			
WT1 2014	SPAN 364	39	22	39			

Session	Course Number	Total Scheduled Hours	Class Size	Total Hours Taught per Course			
				Lectures	Tutorials	Labs	other
ST1 2013	SPAN 101	39	37	39			
WT2 2013	SPAN 202	39	38	39			
WT2 2013	SPAN 221	39	24	39			
WT2 2013	SPAN 365	39	38	39			
WT1 2013	SPAN 201	39	32	39			
WT1 2013	SPAN 201	39	35	39			
WT1 2013	SPAN 406	39	14	39			
WT2 2012	SPAN 222	39	15	39			
WT2 2012	SPAN 312A	39	21	39			
WT1 2012	SPAN 364	39	40	39			
WT1 2012	SPAN 401	39	42	39			
WT1 2012	SPAN 280	39	18	39			
ST2 2011	SPAN 202	36	38	36			
WT2 2011	SPAN 220c	39	40	39			
WT2 2011	SPAN 312A	39	14	39			
WT1 2011	SPAN 220C	39	36	39			
WT1 2011	SPAN 364	39	39	39			
WT2 2010	SPAN 220c	39	40	39			
WT1 2010	SPAN 364	39	14	39			
WT1 2010	SPAN 201	39	35	39			
ST1 2010	SPAN 405a/505	36	21	36			

Jump Start First-Year Orientation Program

Session	Course	Hours	Class Size	Lectures	Tutorials	Labs	Other
August 2021	Jump Start	20 [hybrid]	TBD	TBD			
August 2020	Jump Start	10 [online]	37	5			
August 2019	Jump Start	10	32	5			
August 2019	Jump Start	10	36	5			

Directed Studies

Session	Course	Hours	Class Size	Lectures	Other [Asynchronous contact with student]
WT1 2011	SPAN 364	26	1	26	13

(c) *Students Supervised (If Applicable)*

Graduate Students Supervised

Student Name	Program Type	Year		Supervisor, co-supervisor, committee member	
		Start	Finish		
René Bautista	MA	2010	2012	Jon Beasley-Murray, Supervisor	Brianne Orr-Álvarez, Committee Member
Doaa Mohamed	MA	2010	2012	Marisol Fernández, Supervisor	Brianne Orr-Álvarez, Committee Member
Cynthia Villalobos	MA	2010	2012	Rita De Grandis, Supervisor	Brianne Orr-Álvarez, Committee Member
Maritza Montaña	MA	2011	2012	Kim Beauchesne, Supervisor	Brianne Orr-Álvarez, Committee Member

Faculty Supervisory Mentor and Project Manager for Graduate Students

Name(s)	Program Type	Year (Start – Finish)	Supervisory Role (Supervisor, co-supervisor, committee member)
Ricardo García-Martínez	Graduate Academic Assistantship	2020-2021	Faculty Supervisory Mentor, Spanish 101-102
Jennifer Nagtegaal, Maria Julieta Cordero, Xana Menendez-Prendes	Graduate Academic Assistantship	May-August 2020	Faculty Supervisory Mentor and Project Manager, Onlinization of Spanish Program
Rodolfo Ortiz, Kathryn Houston	Graduate Academic Assistantship	May-August 2020	Faculty Supervisory Mentor and Project Manager, FHIS Learning Centre Resources
Gianluca Oluic	FHIS Learning Centre	January-April 2020	Faculty Supervisory Mentor, FHIS Learning Centre Coordinator

Faculty Supervisory Mentor for Undergraduate Student Employees

Name(s)	Program Type	Year (Start – Finish)	Supervisory Role (Supervisor, co-supervisor, committee member)
Michael Cunanan	Work-Learn Program	2020-2021	Faculty Supervisory Mentor, FHIS Learning Centre Coordinator
Joseph Bouchard	Work-Learn Program	2019-2020	Faculty Supervisory Mentor, FHIS Learning Centre Coordinator
Emily Beatty	Work-Learn Program	2018-2019	Faculty Supervisory Mentor, FHIS Learning Centre Coordinator

Teaching Mentor for and Supervisor for Graduate Students

Name	Graduate Student Role and Context	Year (Start – Finish)	Supervisory Role (Supervisor, co-supervisor, committee member)
Ricardo García-Martínez	Senior Teaching Assistant [Spanish 101]	September-December 2020	Faculty Supervisor, Instructor of record
Sara Ortega	Graduate Teaching Assistant I [Spanish 102]	January-April 2021	Faculty Supervisor, Instructor of record
Kathryn Houston and Mirta Roncagalli	Graduate Teaching Assistant I [Spanish 280]	January-April 2021	Faculty Supervisor, Instructor of record

Nicolas Bernier-Wong	TA Training and Mentorship Program	2020-2021	Faculty Supervisory Mentor, TA Mentor
Camilo Monje	TA Training and Mentorship Program	2019-2020	Faculty Supervisory Mentor, TA Coordinator
Pasquale Cazabon-Sansfacon Nicole Rocha Anthony Pereir-Acosta	BEd Community Field Experience	May-June 2019	Faculty Supervisory Mentor and Project Manager
Ray Rojas Donia Achaur	BEd Community Field Experience	May-June 2018	Faculty Supervisory Mentor and Project Manager
Vanessa Archimbault	Certificate in Advanced Teaching & Learning (CATL)	2017 - 2018	Faculty Supervisory Mentor
Magali Blanc Joyce Lubert	TA Training and Mentorship Program	2017 - 2018	Faculty Supervisory Mentor, TA Coordinators

Undergraduate Students Supervised

Name	Program Type	Year (Start – Finish)	Supervisory Role (supervisor, co-supervisor, committee member)
Lucía Bardos	Romance Studies Honours Degree Thesis Committee	2007-2010	Committee Member

Student Directed Seminars

Student directed seminars are proposed and organized by an undergraduate student of 3rd or 4th year standing. Faculty Sponsors mentor the student from the proposal phase throughout the academic term the course is taught, and provide guidance in the form of classroom observations, frequent meetings, and the marking and grade submission process for course assessments.

Name	Program Type	Year (Start – Finish)	Supervisory Role (supervisor, co-supervisor, committee member)
David Kind	Student-Directed Seminar (3 credits)	2020 - 2021	Faculty Sponsor and Supervisor for “Narrative Imperative” [ASTU 400D 001]

(d) *A summary of student evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)*

Below, I include a summary of student evaluations of teaching effectiveness scores over the past five years, considering response rates and ratios and the mean (i.e., 4.9) or interpolated median (i.e., 4.87) result for one University Module question and one Faculty of Arts question to display the most accurate results:

- University Module Question 6 (UMI Q6): “Considering everything, how would you rate this instructor?”
- Faculty of Arts Module Question 12 (Arts Q12): “Considering everything, how would you rate this course?”

Students are asked to respond to both questions using the following options on a Likert Scale: [SD] Strongly Disagree=1; [D] Disagree=2; [N] Neutral=3; [A] Agree=4; [SA] Strongly Agree=5.

For Arts One, the ARTS 1B 00B results refer to lectures I gave (5) to all Arts One students (approximately ~80 students, from 4 different learning seminars). The ARTS 1B LB3 evaluations refer to the weekly seminar and tutorial sessions I led for my learning seminar.

Session	Course Number	Responses received	Response Ratio	Summary of Teaching Effectiveness:	
				UMI Q6: “Overall, this instructor was an effective teacher.”	Arts Q12: “Considering everything, how would you rate this course?”
WT2 2020	SPAN 102	11	23.91%	5.0	4.79
WT2 2020	SPAN 280	21	33.87%	4.84	4.84
WT1 2020	SPAN 101	21	35.59%	4.63	4.80
WT2 2019	SPAN 280	18	27.27%	4.86	4.75
WT2 2019	SPAN 102	10	32.26%	4.67	4.88
WT1 2019	SPAN 222	14	93.33%	4.96	4.92
WT1 2019	SPAN 101	20	66.67	4.88	4.83
WT 1&2 2018	ARTS 1B 00B	23	40.35%	4.83	4.65
WT 1&2 2018	ARTS 1B LB3	5	31.25%	4.9	4.7

WT2 2018	SPAN 280	50	74.63%	4.89	4.93
WT1 2018	SPAN 221	26	76.47%	4.98	4.85
ST1 2018	SPAN 201	46	80.70%	4.8	4.6
WT1&2 2017	ARTS 1B 00B	47	70%	4.3	N/A [question not included]
WT1&2 2017	ARTS 1B LB3	15	88.34%	5.0	5.0
WT2 2017	SPAN 365	31	79.49%	4.7	4.5
WT1 2017	SPAN 102	22	71%	5.0	4.8
ST1 2016	SPAN 201	23	62%	4.6	4.7
WT2 2016	SPAN 202	15	42%	4.9	4.9
WT2 2016	SPAN 202	19	33%	4.9	4.7
WT2 2016	SPAN 222	19	58%	4.6	4.6
WT1 2016	SPAN 201	19	56%	4.9	4.8
WT1 2016	SPAN 201	17	33%	4.5	4.8
WT1 2016	SPAN 401	20	71.43%	4.7	4.4
WT1 2016	SPAN 280	26	68%	5.0	5.0
ST2 2015	SPAN 102	6	29%	4.8	4.7
WT2 2015	SPAN 202	17	49%	4.9	4.8
WT2 2015	SPAN 202	18	51%	4.8	4.8
WT2 2015	SPAN 364	15	60%	4.5	4.6
WT1 2015	SPAN 201	25	64%	4.6	4.8
WT1 2015	SPAN 221	17	63%	4.6	4.6
WT1 2015	SPAN 222	14	56%	4.9	4.8

(e) *Continuing Education Activities*

Workshops and Presentations on Teaching and Learning at UBC

Since 2017, I have organized the GTA Training and Mentorship Program for the Department of French, Hispanic and Italian Studies, and have designed and regularly facilitated the following sessions:

- All Marking Orientation Workshops for the Spanish 101-102 teaching team. The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. [Monthly workshops, September-April 2020-2021].
- “Teaching with Canvas 2.0.: GTA Training and Mentorship Workshop” for The Departments of French, Hispanic, and Italian Studies and CENES, UBC. Vancouver, BC CANADA. January 2020.
- “Teaching with FIPPA Compliant Technologies” for the GTA Training and Mentorship Workshop. The Departments of French, Hispanic, and Italian Studies and CENES, UBC. Vancouver, BC CANADA. January 2019.
- “Canvas for Spanish 102” for TAs and Instructors in the Department in French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. January 2019.
- “GTA Training and Mentorship Program Welcome and Introduction” for GTAs in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. [Once a year since 2017]
- “New Beginnings: A Quick Guide to your First Class” for the FHIS TA Training Orientation, UBC. Vancouver, BC, CANADA. [Once a year since 2017]
- “Teaching with Applications” for the Departments of French, Hispanic, and Italian Studies, CENES, and Asian Studies, UBC. Vancouver, BC CANADA. February 2017.
- “Servicing Your Department: A Service Model for Community-Building” for the FHIS TA Training Orientation, the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. September 2016.

I organized, designed, and facilitated the following training and professional development sessions for FHIS Learning Centre tutors:

- Co-designed and co-facilitated with Min Ji Kang a tutorial on Microsoft Teams for the FHIS Learning Centre for a Pilot project on Teams and OneDrive. The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. January 2021.
- Designed and facilitated the workshop “Tutoring with Integrity: Academic Integrity for FHIS Learning Centre Tutors.” The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. February 2021.
- Designed and facilitated “FHIS Learning Centre Tutor Training,” The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. [Twice per academic year since 2015].

Continuing Education sessions that cultivate student and peer capacity and collaboration:

- Co-designed and co-facilitated the workshop “Academic Integrity: Language Edition,” with Luisa Canuto and Stephanie Palisse. The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. December 2020.
- Presented the session “Frameworks for Language Teaching and Learning” for the inaugural session of the Interdepartmental Working Group on Plurilingualism and Language as Intercultural Meaning” for language instructors across UBC. Vancouver, BC CANADA. October 2019.
- Co-presented with Luisa Canuto “American Council for the Teaching of Foreign Languages (ACTFL) and Common European Framework of References for Languages (CEFR) Standards” for the Spanish & Italian Language Advisory Committee (SILIAC) group. The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. November 2018.
- Designed and facilitated the session “UBC Tandem Train the Trainer Session” for the UBC Tandem Program, UBC. Vancouver, BC CANADA. February 2016.
- Designed and facilitated the workshop “Writing the Dissertation and Dissertation Proposal” for graduate students. The Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. [Offered in 2015 and 2016]
- Designed and presented at the 2016 BEd Recruitment Event for the Faculty of Education and the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC CANADA. January 2016.

Beyond UBC

Designed and facilitated the presentation “Assessing Language Production Online,” for the Annual Standing Committee on Language Articulation (SCOLA) Meeting. Vancouver, BC CANADA. June 2020.

Designed a community-service learning project commemorating the 100th anniversary of the Mexican Revolution, “Showcasing the Mexican Revolution through the Arts” at The University of Arkansas at Little Rock. Little Rock, AR. USA. November 2010.

Designed and presented on “Standards for Collaborative Education” for the Department of International and Second Language Studies at The University of Arkansas at Little Rock, as part of an internal self-study for the department. Little Rock, AR, U.S.A. 2010.

Designed and delivered the recruitment event for prospective majors and minors of Spanish “Passport to the World” for the Department of International and Second Language Studies at The University of Arkansas at Little Rock. Little Rock, AR, U.S.A. 2009.

Designed and facilitated the workshop on teaching writing strategies “Los elementos de la narración y las actividades de pre-escritura” for the 2007 Teaching Assistant Workshop in the Department of Spanish and Portuguese at Michigan State University. East Lansing, MI, U.S.A. 2007.

Designed and facilitated “El pretérito y el imperfecto: los aspectos verbales y la narración” for the 2005 Teaching Assistant Workshop in the Department of Spanish and Portuguese at Michigan State University. East Lansing, MI, U.S.A. 2005.

Designed and facilitated “¿Qué tiempo hace?: las expresiones del tiempo en español” for the 2003 Teaching Assistant Workshop in the Department of Spanish and Portuguese at Michigan State University. East Lansing, MI, U.S.A. 2003.

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other*

Completed “Transition to Online Teaching and Learning Workshop” for instructors; The University of British Columbia; Centre for Teaching, Learning, and Technology. Vancouver, BC CANADA. July 2020. [1 week, 20 hours]

9. EDUCATIONAL LEADERSHIP

(a) *Areas of special interest and accomplishments in educational leadership*

I aim to impact through leadership and mentorship roles, curricular and pedagogical initiatives, and a conscientious sharing of my goals and practices related to teaching, learning and leadership with the UBC community and beyond.

Unique Contributions to Educational Leadership

In my role as the FHIS Learning Centre Director, I work closely with the Student Programs Coordinator (hired in 2020) to recruit volunteer tutors and hire student employees for the Learning Centre Coordinator role, and to provide training and mentorship. I have also created resources (FHIS Student Resources Site, FHIS Tutor Resources Site, FHIS Learning Centre Administrative Handbook) that reflect the values, practices, and expectations of our Centre. In 2020, I designed an online instance of the Centre that facilitates virtual tutoring and collaboration through Microsoft Teams and Canvas and I am currently working toward a sustainable blended model for tutoring.

As the Spanish Language Program Director and Chair of the TA Training and Mentorship Committee, I provide leadership and facilitate dialogue among course coordinators, instructors, TA Coordinators and Mentors, and TAs (STAs, GTAs, UTAs) in the Spanish language program with respect to the program vision and goals, material selection and course design of multi-section language courses, and GTA training and mentorship. I wrote the Spanish Language Program Handbook (2020), which outlines the over-arching (programmatic) and level-specific (course-based) goals for our program, as well as the expectations and roles of all members of each course-specific group. This handbook has become a template for the French Language Program in my unit as well.

I also wrote and updated to the remote teaching and learning context the TA Training Handbook (2019; 2020), and worked as part of a team to design and implement a new scaffolded TA Model that integrates TA Training, academic progress, and professional development and promotes pathways for the pedagogical and intellectual development of TAs at all levels.

Beyond the Department, I have partnered with colleagues across the Faculty of Arts to redesign program and curriculum requirements. I was a co-investigator on Dr. Laurie McNeill's large TELF project (2017-2019), "Our Cheating Hearts?: Changing the Conversation through Academic Integrity Curriculum in First-Year Arts Programs," which explored the impact of the explicit teaching of academic integrity on student engagement in writing and research as they transition from high school to university. We later solidified this practice through the design of a module on Academic Integrity for all incoming UBC students (2020).

Since 2019, I have formed part of a working group led by Associate Dean, Stefania Burk, tasked with redesigning the Faculty of Arts breadth requirement, which stands to impact ~15,000 BA students. My work has focused on reshaping the language requisite to more actively engage the diverse cultural and linguistic experiences of our students and align it with their motivations for pursuing, benefitting from, and applying to their contexts, additional language study at the university-level. This project has also shaped cross-disciplinary collaborations on language teaching and learning through scholarly presentations (Congress 2019, UBC's Tandem Language Program, UBC's Language Sciences Flash Talk Series) and the Interdepartmental Working Group on Plurilingualism and Language as Intercultural Meaning that I co-organized to stimulate discussion and consultation on such topics.

These roles and duties offer a glimpse into how I have impacted beyond my classrooms as an educational leader in the FHIS Department and beyond at UBC.

(b) Curriculum development/renewal

Department of French, Hispanic & Italian Studies:

Online Curriculum Committee Member, The Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC CANADA. 2019-.

Description: My role in this committee is to develop an online curriculum for post-COVID 19 online Spanish language courses in the FHIS Department.

TA-Model Task Force Member, The Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC CANADA. 2019-.

Description: This group co-designed and recommended to the FHIS Department a new teaching delivery model for TAs of various ranks and levels in the FHIS Department, in accordance with UBC policies and collective agreements.

Textbook Selection and Course Design Renewal for Spanish (A1-B2), The Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC CANADA. 2019-2020.

Description: I led the textbook selection and course design renewal process for the A1-A2 levels (SPAN 101-102-201-202) by facilitating pre and post textbook selection discussions, creating a rubric for uniform textbook selection from all committee members, communicating with publishers and committee members to arrive at a final decision, and re-designing the course materials and assessments. I am working now with the B1-level coordinator to select texts for that sequence.

Latin American Studies Program Website and Program Analysis for the Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC CANADA. 2018-2019.

Description: Dr. Kim Beauchesne and I recruited undergraduate students to write a critical analysis of the website, program outcomes, and information dissemination processes for the Latin American Studies Program. Our report on student perspectives and analysis of the current site and related materials informed the program renewal process for the incoming Chair.

Spanish 280: Revolution.

Description: In 2010, I created Spanish 280, a course in English on different topics related to revolution in the Hispanic world. The course is taught annually.

Faculty of Arts:

Faculty of Arts Breadth Requirement Renewal LeadCom, The Faculty of Arts at UBC, Vancouver, BC CANADA. 2019-present.

Description: Since 2019, I have worked with a group of Arts Faculty to define the rationale, learning outcomes, inclusion criteria, and pathways for the new breadth requirement. I work specifically on “Language as Meaning” and co-wrote the content for a website that launched in February 2021 for further faculty and student consultation on this proposal, and gathered and analyzed all feedback. We are now in the feedback implementation phase.

University:

Academic Integrity Working Group, UBC, Vancouver BC CANADA. 2019-2020.

Description: I was a member of a group that co-designed a Canvas Module on Academic Integrity for incoming UBC students across the disciplines.

Learning Community “Language and Power,” Jump Start Program at UBC. Vancouver, BC CANADA. August 2019; August 2020.

Description: I designed the “Language and Power” Learning Community for the Jump Start Program, which explores how language and power shape who we are, and how UBC empowers us to engage with and shape our own learning journey and sense of belonging in a diverse, dynamic, and inclusive space.

(c) *Pedagogical innovation*

Universal Graded Reader Project:

Description: I co-designed a proposal and compiled data sets for students in the Computational Linguistics MA Program to build a proof-of-concept retrieval system that identifies Spanish texts according to level-specific descriptors (A1-B2) from the Common European Framework of References for Languages (CEFR).

“Learn-by-Teaching” Activity Design:

I developed the following student-led activities to help students break down complex concepts, social and political situations, and disciplinary expectations and practices in unique and personalized ways:

Discussion Leader Sessions: Students work in pairs to design and lead the class in an original interactive activity related to an assigned topic and text.

The Assembly: To incorporate the benefits of small-group-interactions in a lecture-size course (~70 students), I designed “The Assembly” in 2018. For this, one student per group of 8-10 students, guides peers through a 20-minute in-class discussion on an assigned topic using an original facilitation plan they designed. Student facilitators also co-moderate the weekly Canvas Discussion on their topic.

Flash Talks: A global assessment through which students trace in a well-organized 4-5 minute video submission how a course-specific concept originates and evolves throughout the semester. Videos conclude with questions worth exploring in the future related to students’ personal or disciplinary interests and pathways.

Spanish 201: Course Design and Format Renewal:

Description: I taught a section of 50 students with TA Assistance to pilot new ways of working with TAs in language contexts. This experience helped to shape pathways forward for the new TA model in the FHIS Department.

(d) *Applications of and contributions to the scholarship of teaching and learning*

Blended Tutor-Training Program for the FHIS Learning Centre, Department of French, Hispanic and Italian Studies, UBC. Vancouver, BC CANADA. 2018-2019.

Description: As part of a 2018 SoTL Seed Project Grant, I designed and

implemented an evidence-based Blended Tutor-Training Program that responds to different aspects of the peer-peer teaching and learning experience.

The FHIS Learning Centre, Department of French, Hispanic and Italian Studies, UBC. Vancouver, BC CANADA. 2015-.

Description: In 2015, I created the FHIS Learning Centre, a peer-driven learning community, for which volunteer-tutors are trained to offer extracurricular support with the continued development of the skills necessary for acquiring and ultimately becoming proficient in Romance Languages.

Faculty of Arts Writing-Intensive Course Pilot, Arts Studies in Research and Writing, UBC. Vancouver, BC CANADA. 2012-2013.

Description: I designed a course that engaged formative and summative writing exercises (collaborative writing, presentations, final paper/project) as part of a broader Faculty of Arts pilot on writing-intensive courses across the disciplines.

(e) *Teaching and Learning Grants*

Granting Agency and type of grant	\$ Total (per year)	Years	Principal Investigator	Co-Investigator(s)
UBC TLEF “Strategies for Effective Design and Implementation of Collaborative Peer Learning Activities”	\$19,604	2020-22	Serrano, Director, Arts ISIT	Orr-Álvarez (FHIS), Wang (Asian Studies), Vigna, (Creative Writing) Malhotra (Economics), Graves (Economics), Gassner (CENES), Schandorf (ASRW, Coordinated Arts)
UBC TLEF “Effective Personalized Feedback: Developing Resources, Practices, and Capacity to Provide Personalized Feedback to Students at Scale, Across Disciplines”	\$14,290	2020-2021	Silvia Bartolic, Associate Professor of Teaching (Sociology), Faculty of Arts	Orr-Álvarez (FHIS), Bates (Associate Provost), Moosvi (Master of Data Science Program), Brown (Land and Food Systems), Verrett (Chemical and Biological Engineering), Bagherzadeh (Chemical and Biological Engineering), Hall (Asian Studies), Baniassad (Computer Science), Canuto (FHIS), Shoemaker (Language, Literacy and Education)

UBC TA Training and Mentorship Program Fund	\$4,079	2020-2021	Orr-Álvarez	
SoTL Seed Grant	20 hours of SoTL Specialist consultations	2018-2019	Orr-Álvarez	
UBC TA Training and Mentorship Program Fund	\$4,400	2018-2019	Orr-Álvarez	
UBC TLEF “Our Cheating Hearts?: Changing the Conversation through Academic Integrity in First-Year Arts Programs”	\$44,079	2017-2019	Laurie McNeill	Orr-Álvarez (Arts One), Ferreira (ASRW), Luger (CAP), Evans (CAP), Konoval (Arts One)
UBC TA Training and Mentorship Program Fund	\$4,400	2017-2018	Orr-Álvarez	
SoTL/SoEL Grant	\$2,000	2015	Orr-Álvarez	

(f) Formal educational leadership responsibilities

In section 9b of this CV, I describe how my contributions through the leadership roles listed in the current section, 9f, have impacted in and beyond my classrooms. Some of these roles (Chair, TA Training and Mentorship Committee; Member, TA Model Task Force; Member, Online Curriculum Committee; Course Coordinator, Beginner’s Spanish 1&2; Member) were initially assigned to me as departmental service. I include them here because while carrying them out, I also impacted the FHIS community by implementing new visions and iterations of existing programming.

Department of French, Hispanic, and Italian Studies

Director, Spanish Language Program in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. 2019-present.

Chair, Spanish Textbook Selection (A1-B2) Committee in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. 2019-2020.

Course Coordinator, Spanish 101-102 in the Department of French, Hispanic, and Italian Studies, UBC. BC, CANADA. 2019-present.

Member, TA Model Task Force in the Department of French, Hispanic, and Italian Studies, UBC. BC, CANADA. 2019-present.

Chair, TA Training and Mentorship Committee in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. 2017-present.

Director, FHIS Learning Centre in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. 2015-present.

Faculty of Arts

Co-organizer, Interdepartmental Working Group on Plurilingualism and Language as Intercultural Meaning for language units across campus, UBC. Vancouver, BC, CANADA. 2019-2020.

Member, Leadership Committee for the Faculty of Arts Breadth Requirement Renewal for the Faculty of Arts, UBC. Vancouver, BC, CANADA. 2019-present.

Member, Speaking Pedagogies Working Group for the First Year Experience, UBC. Vancouver, BC, CANADA. 2020-present.

University

Member, Virtual Classroom Tool Working Group for UBC IT. Vancouver, BC, CANADA. 2021-present.

(f) Innovation in the use of learning technology

Pilot of OneDrive in Spanish 280 as part of the TLEF Project: “Strategies for Effective Design and Implementation of Collaborative Peer-peer Learning Activities”. 2020-2021.

Description: Students used OneDrive to host, archive, update, and revisit collaborative notes for the weekly “Assembly” and regular class sessions.

Pilot of Microsoft Teams for FHIS Learning Centre [Synchronous Tutoring and Asynchronous Document collaboration through OneNote]. 2020-2021.

Description: The Centre adopted Microsoft Teams as a comprehensive platform for material hosting, document collaboration and synchronous tutoring.

(g) Other educational leadership contributions

Mentorship and Peer-review of Teaching

Peer-Review of Teaching (Summative and Formative), for the Asian Studies Department, UBC. Vancouver, BC, CANADA. 2015-present.

Peer-Review of Teaching (Summative), the Coordinated Arts Program, UBC. Vancouver, BC, CANADA. 2017.

Peer-Review of Teaching (Summative), The TA Training and Mentorship Program in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. 2015-2019.

Faculty Advisor, Tandem Language Exchange Program Coordinators, UBC. Vancouver, BC, CANADA. 2015-2017.

Handbooks

Author, The Spanish Language Advising Handbook for the Spanish Language Program in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. July 2020.

Author, The Spanish Language Program Handbook for the Spanish Language Program in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. June 2020.

Author, The TA Training and Mentorship Program Handbook and Commendation Program for TAs and Supervisors in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. June 2019.

Editor and Supervisor, The FHIS Conversation Guidebook, co-created by Nicole Rocha, Anthony Pereir-Acosta, and Pasquale Cazabon for the FHIS Learning Centre in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. Summer 2019.

Co-author, The FHIS Learning Centre Administrator Guidebook, with Emily Beatty for Learning Centre Administrators in the Department of French, Hispanic, and Italian Studies, UBC. Vancouver, BC, CANADA. June 2019.

10. SCHOLARLY AND PROFESSIONAL ACTIVITIES

(a) Areas of special interest and accomplishments

I am interested in TA and tutor training and professional development, Curriculum Development and Renewal and Innovation in Pedagogy, particularly interactive technologies that easily transfer across teaching environments. Many of my recent contributions have focused on exploring ways to assess, engage students, and create community in online, face-to-face, and blended contexts.

Beyond these contributions, I share research on the benefits of learning communities, peer-led learning, questions of academic integrity and, student motivation in and outside

of the classroom. I also aim to support and contribute to student-led initiatives across campus, and community events related to my field and interests.

(b) *Invited Presentations (Identify whether International/National/Local)*

Local

“Teaching, Mapping, and Understanding the Social-emotional Benefits of Extracurricular Language Practice.” UBC’s Language Sciences Flash-Talk Series. Vancouver, BC CANADA. July 28, 2020.

“Language, Thought, and Intercultural Awareness.” Tandem Language Program, UBC. Vancouver, BC CANADA. February 25, 2021.

“Engaging Gabo’s Glorious Perspective: A Close Look at Gabriel García Márquez.” International Relations Student Association, UBC. Vancouver, BC CANADA. November 2019.

“Teaching Sor Juana Today: Dissecting the Nun’s 17th Century Feminism through and for 21st Century Minds.” Simon Fraser University, in collaboration with the Consulate of Mexico. Vancouver, BC CANADA. October 2018.

“Erotismo en la máscara: Un acercamiento a la prosa de Octavio Paz.” The Tribute to Octavio Paz (1914-1998), Simon Fraser University, in collaboration with the Consulate of Mexico. Vancouver, BC CANADA March 2014.

“Tribute to Carlos Fuentes.” Simon Fraser University, in collaboration with the Consulate of Mexico. Vancouver, BC CANADA. October 2013.

(c) *Other Presentations*

Teaching with Technology Presentations given at UBC

Co-presenter with Luisa Canuto (FHIS), Florian Gassner (CENES), and Qian Wang (Asian Studies): “What We’ve Learned from Moving to Online Instruction: A Panel Presentation.” The Arts ISIT Series on Online Language Teaching, UBC. Vancouver, BC. CANADA. June 4th, 2020. [Link](#) to session.

Co-presenter with Qian Wang (Asian Studies): “Keeping the Integrity: Language Assessments for Online Learning Environments.” The Arts ISIT Webinar Series on Online Language Teaching, UBC. Vancouver, BC. CANADA. June 11th, 2020. [Link](#) to session.

Co-presenter with Luisa Canuto (FHIS), Stephanie Palisse (FHIS), Florian Gassner (CENES): “Simple Engagement Options for Language Teaching.” The Arts ISIT Webinar Series on Online Language Teaching, UBC. Vancouver, BC CANADA. June 16th, 2020. [Link](#) to the session.

Presenter: “Extra-curricular Support for Fostering Online Language Communities.” The Arts ISIT Webinar Series on Online Language Teaching, UBC. Vancouver, BC CANADA. June 25th, 2020. [Link](#) to session.

Co-designer and presenter with Luisa Canuto (FHIS) and Stephanie Palisse (FHIS): “Assessment in the Language Classroom.” The Professional Development Conference 2018, Faculty of Education, UBC. Vancouver, BC CANADA. December 2018.

Co-presenter with Jason Lieblang (CENES): “Canvas in the Arts: A Faculty-Led Workshop on Using Canvas in Language and Literature Classrooms.” Arts ISIT, UBC. Vancouver, BC, CANADA. August 2018.

Scholarship of Teaching and Learning (SoTL) Presentations given at UBC

Presenter: “From the *Chifa* to the *Corneta China*: Navigating Hispano-Asian Culture in Spanish Language and Culture Courses at UBC.” The 2nd Annual Heritage Language Teaching Workshop (HLTA) in Asian Studies, UBC. Vancouver, BC CANADA. August 20, 2021. [Upcoming, August 2021]

Co-presenter with Leila Ferreira (Journalism) and Moberley Luger (Coordinated Arts Program): “Activating the Audience: Teaching Speaking in a Hybrid Learning Environment.” The Centre for Teaching and Learning Technologies, UBC. Vancouver, BC CANADA. June 8, 2021.

Moderator: “Strategies for Bringing New Dimensions to Intercultural Learning in the Classroom and Beyond.” Celebrate Learning Week, UBC. Vancouver, BC CANADA. May 19, 2021.

Co-presenter with Leila Ferreira (Journalism) and Moberley Luger (Coordinated Arts Program): “Activating the Audience: Teaching Oral Skills Online.” The Centre for Teaching and Learning Technologies, UBC. Vancouver, BC CANADA. February 10, 2021. [Link](#) to session.

Presenter: “Peer-Teaching Strategies.” The Tandem Language Program Annual Facilitator Training Workshop at the Global Lounge, UBC. Vancouver, BC, CANADA. 2016.

Presenter: “¿Cómo se escribe?: A Writing Workshop for the Analysis of Hispanic Literary Texts.” A presentation for the Spanish Club at UBC. Vancouver, BC, CANADA. 2014.

Presenter: “El cine como herramienta de enseñanza: el caso de *Alsino y el condor de Miguel Littín*.” A presentation for the Graduate Studies Seminar in the Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC, CANADA. 2013.

Presenter: “Back to basics: An Introduction to Film Analysis.” A presentation for the Spanish Club at UBC. Vancouver, BC, CANADA. 2013.

(d) *Other*

Interviews on Teaching and Learning

“Killam Teaching Prize recipient Brianne Orr-Álvarez shares best practices and memorable moments.” FHIS Department, FHIS Inaugural Newsletter (December 2018), UBC. [Link](#) to interview.

Co-contributor: “Reimagining Higher Education: Reflections on the transition to online course delivery.” The FHIS Department, FHIS Newsletter (June 2020), UBC. [Link](#) to interview.

Non-refereed Presentations at UBC

Paper Responder

“Ficciones de la mujer y la naturaleza en el tiempo de la extracción del caucho.” FHIS Department. FHIS Graduate Symposium. UBC. Vancouver, BC CANADA. April 2018.

“Witnessing Disappearances.” FHIS Department. FHIS Graduate Symposium. UBC. Vancouver, BC CANADA. March 2015.

Presentations

Book Presentation on Maria Adelaida Escobar-Trujillo’s *Tiempo del Sur*. FHIS Graduate Forum. UBC. Vancouver, BC CANADA. November 2018.

“Reflections of Women in War and Revolution: An Interactive Lecture.” ASTU 400H: Student Directed Seminar Women, Politics and Entertainment in Latin America. UBC. Vancouver, BC. March 2016.

“Deconstructing *Posthegemony: A Review of Posthegemony: Political Theory and Latin America*” (Minnesota UP: 2010) by Jon Beasley-Murray. FHIS Department. Graduate Studies Seminar. UBC. Vancouver, BC. January 2011.

“Subcomandante Marcos’ Didactic I.” FHIS Department. Graduate Studies Seminar. UBC. Vancouver, BC. November 2010.

Vancouver Latin American Cultural Centre Short story Reading Group:

Presenter and Facilitator

“A Flare for the Fantastic: Gabriel García Márquez and Rosario Ferré’s Intrepid Tales.” Vancouver, BC CANADA. June 2020. [Moved to virtual, due to the pandemic.]

“The Power of Words: Julio Cortázar’s “Graffiti” and Isabel Allende’s “Two Words.” Vancouver, BC CANADA. February 2021. [Moved to virtual, due to the pandemic.]

(e) Conference Participation (Organizer, Abstract Reviewer, Moderator, or Panelist, etc.)

Scholarship of Teaching and Learning (SoTL) Conference Participation

Organizer/Co-organizer

“Assessing Language Performance: A Showcase of Established and Innovative Tools to Assess Different Language Skills Across Languages.” A one-day workshop for the Congress of the Humanities and Social Sciences 2019. UBC. Vancouver, BC, CANADA. June 2019.

Presenter

“The FHIS Learning Centre: A Model for Peer-driven Learning Communities.” The Twenty-Seventh International Conference on Learning. Universitat de Valencia – Facultat de Magisteri. Valencia, SPAIN. July 13-15, 2020. [Moved to virtual, due to the pandemic.]

“Peer-Peer: UBCtandem’s Match-Making System.” The Pedagogy Hub for the Congress of the Humanities and Social Sciences 2019. UBC. Vancouver, BC, CANADA. June 2019.

“Assessing Language Performance: A Portfolios and Posters Approach.” A one-day workshop for the Congress of the Humanities and Social Sciences 2019. UBC. Vancouver, BC, CANADA. June 2019.

“Groups, Boosts, and Chats: The Canvas-based ePortfolio as Meta-cognitive Social Media Simulator and Group-Networking Tool.” The First Year Educators’ Symposium 2019. UBC. January 2019.

“Minding the Gap: Fostering Academic Integrity in our Classrooms.” The CTLT Winter Institute 2018. UBC. Vancouver, BC, CANADA. December 2018.

“Mobile Wordplay: An App-based Approach to Teaching Vocabulary in the Language Classroom.” The Annual SCOLA Meeting. Langley, B.C. CANADA. April 2018.

“Teaching Academic Integrity: Concepts and Skills.” First Year Programs and Jump Start. UBC. Vancouver, BC, CANADA. September 2018.

“La enseñanza de ‘la glocalidad’ en la música y en el arte contemporáneos.” Latin American Research Group. The University of Victoria. Victoria, BC, CANADA. March 11, 2017.

“Moving Beyond the Page: Writing Center Theory and Practice in Additional Language Contexts.” Pacific Northwest Writing Centers Association Conference at Oregon State University. Corvallis, OR. U.S.A. October 21-23, 2016.

“Teaching Revolution in a Post-political World.” Latin American Research Group. The University of Victoria. Victoria, BC, CANADA. 2013.

“The Transition from High School to University.” The Secondary School Symposium 2019. UBC. Vancouver, BC, CANADA. February 2019.

Disciplinary Presentations (Hispanic Studies)

Conference Participation: Panel organizer and Chair at conferences:

“Pedagogical and Theoretical Approaches to Leftist Literature.” Latin American Research Group. The University of Victoria. Victoria, BC. March 2013.

“Women in Action: Women in Revolution and the Armed Forces in Latin America in the 20th Century.” 2010 meeting of the Latin America Studies Association (LASA). Toronto, ON. October 2010.

Refereed papers presented at national and international conferences

“Arte versus Arte: un análisis de la descomposición de los ideales artísticos burgueses en Memorias del subdesarrollo (1968) y Fresa y chocolate (1993) de Tomás Gutiérrez Alea.” The Latin American Research Group. The University of Victoria; Victoria, BC CANADA. March 2018.

“Absolute Democracy: The Utopia of the Contemporary Zapatista Movement.” Performing Utopias Conference. UBC. Vancouver, BC CANADA. March 2014.

“Alsino en busca del hombre libre: la revolución como forma de decantamiento de modelos masculinos.” Canadian Association of Hispanists (ACH) Meeting 2013. The University of Victoria. Victoria, BC CANADA June 2013.

“Pedagogical Approaches to Revolution in a “Post-political” Era.” The Latin American Research Group. The University of Victoria. Victoria, BC CANADA. March 2013.

“*New Man* Revisited: (Re)Framing Revolution and the *New Man* in Cuban Cinema of the “Special Period.” LASA 2012: Toward a Third Century of Independence in Latin America. San Francisco, California. May 2012.

“The New Man in Post-Revolutionary Cultural Production in Cuba.” VII *Cine-Lit: An International Conference on Hispanic Film and Literature*. Portland, Oregon. February 2011.

“Pushing Patriarchy or Glorifying the ‘Status Quo’?: Gioconda Belli’s *El país bajo mi piel* (2003) and the Dichotomy of the Female ‘Guerrilla’ Rebel in Nicaragua.” 2010 meeting of the Latin America Studies Association (LASA). Toronto, ON. October 2010.

“Subcomandante Marcos’ (Politically) Correct Form of Democracy in Mexico.” XXVII Biennial Louisiana Conference on Hispanic Languages and Literatures. “Independence, Revolution, and New Reflections on the *Recollections of Things to Come*: 1810, 1910, 2010 and Beyond.” Baton Rouge, LA. February 2010.

“From Symbolic Link to Political Tool: Subcomandante Marcos Revives Zapata and the Mexican Revolution.” XV Congreso de Literatura Mexicana Contemporánea (2010). “La Revolución Mexicana en la literatura contemporánea”. The University of Texas, El Paso, El Paso, TX. March 2010.

“The Construction and Deconstruction of Masculine Revolutionary Ideals in Che Guevara’s *Pasajes de la guerra revolucionaria* (1963).” Masculinities, Femininities, and More. The University of South Georgia. Carrollton, GA. November 2008.

“Che Guevara Writes Revolution.” Edges Interdisciplinary Conference. East Lansing, MI. February 2008.

“Masculinity and Revolution in Nicaragua: An analysis of the Self-Construction of the Male Guerrilla Rebel in Omar Cabezas’ *La montaña es algo más que una inmensa estepa verde* (1982).” Latin American Studies Association Conference. Montreal, QC. September 2007.

“Revolution and Masculinities: The Emergence of a Non-Bourgeois Masculinity in Ernesto “Che” Guevara’s *Pasajes de una guerra revolucionaria* (1963).” 25th Annual Kentucky 20th Century Literature and Culture Conference. University of Louisville, Louisville, KY. February 2006.

“Revolution and Masculinities in 20th Century Latin America, 1959-1999.” 7th Annual *Tropos* Conference. Michigan State University. East Lansing, MI. October 2006.

“La masculinidad en crisis: El sujeto masculino en Zoé Valdés.” 59th Annual Kentucky Foreign Language Conference. University of Kentucky. Lexington, KY. April 2006.

“Nihilismo en el paraíso: Un análisis del deterioro del sujeto masculino en post-revolucionaria Cuba en *La nada cotidiana* y *Azúcar Amarga*.” Latin American Studies Association Conference. San Juan, Puerto Rico. March 2006.

“La curiosidad mató al gato: Un estudio sobre lo *abyecto* en *El beso de la mujer araña* (1976) de Manuel Puig.” 33rd Annual Kentucky Twentieth Century Literature Conference, University of Louisville. Louisville, KY. February 2005.

“Good Savage or Wild Man: Constructing Amerindian Identity from the European Gaze.”
2004 Atlantic World Conference: Creating Identity and Empire in the Atlantic World,
1492-1888. The University of North Carolina. Greensboro, NC. September 2004.

11. SERVICE TO THE UNIVERSITY

(a) *Areas of special interest and accomplishments*

My service record involves working on committees and carrying out teaching and learning initiatives in the Department of French, Hispanic and Italian Studies and beyond. I am interested in service opportunities that reach across the disciplines and aim to improve upon and positively impact the student, GTA, and faculty experience at UBC.

(b) *Memberships on committees, including offices held and dates*

SERVICE AT THE UNIVERSITY OF BRITISH COLUMBIA

Department of French, Hispanic, and Italian Studies

- Advisor, Spanish Language Program [A1-B2 or 100-400 levels] (2019-present)
- Member, Online Curriculum Committee (2020-present)
- Chair, Spanish Textbook Selection Committee (2019-present)
- Member, TA Model Task Force (2019-present)
- Coordinator, Beginner’s Spanish 1&2 (Spanish 101-102) (2019-present)
- Member, Placement Test Renewal Committee (2018-2019)
- Member, Peer Review of Teaching Committee (Ad Hoc) (2017-2018)
- Member, SILIAC Group for adoption of CEFR for Language Programs (2018-2019)
- Coordinator, Spanish 221-222 in the Department of French, Hispanic, and Italian Studies at UBC. Vancouver, BC, CANADA. 2015-2017.
- Member, Learning Outcomes Advisory Committee (2014-2015)
- Chair, Writing Centre Committee (2010-2014)
- Member, Social Committee (2010-2012)
- Member, Learning, Technologies and Resources Committee (2010-2012)

Search Committee Participation

- Member, Assistant Professor of Teaching (French) (2021)
- Member, Italian Lecturer Search (2020)
- Member, Mexicanist Search (2018)
- Member, French and Spanish Lecturer Search (two positions) (2018)

Doctoral Qualifying Examination Committees (2010)

- Olga Albarrán, Examination area: 20th century Latin American literature

- Javier Álvarez, Examination area: 20th century Latin American literature
- Olga Borges, Examination area: 20th century Spanish Literature
- Jorge Izquierdo, Examination area: 20th century Latin American literature
- José Lara, Examination Area: 20th century Latin American literature

Doctoral Comprehensive Examination Committees (2011)

- Olga Albarrán, Examination areas: Latin American Short Story, Fantastic Literature, Literary Theory
- Maritza Montañó, Examination areas: Literary Theory, Violence, 20th century Latin American Literature
- Manya Wubbold, Examination areas: Indigenist and Indigenous Literature, Gender Theories

Faculty of Education

- Member, Center for Intercultural Language Studies (2015-2018)

Faculty of Arts

- Elected Member, FHIS Headship Search Committee (2020)
- Faculty of Arts Orientation Leader, UBC Orientation (August 2020)
- Member, Revision of the Faculty of Arts Breadth Requirement (2017-2019)
- Member, Killam Teaching Prize Selection Committee (March 2019)
- Elected Member, FHIS Headship Search Committee (2017)
- Member, FHIS Acting Headship Search Committee (2015)

First Year Programs

- Member, Arts One Conference Planning Committee (January 2018-March 2018)
- Member, Peer Review of Teaching for First Year Programs (2017-2019)
- Member, Search for Faculty Member for Arts Oneb: Authority and Resistance Stream (August 2017; March 2018)

Latin American Studies Program (LAST)

- Co-Chair, Latin American Studies Committee (2018-2019)
- Member, Latin American Studies Task Force (2019-present)

(c) *Other service, including dates*

SERVICE AT THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Department of International and Second Language Studies (DISLS)

- Chair, Faculty Task Force for Departmental Self-Study (2009-2010)
- Member, Mexicanist Search Committee (2009-2010)
- Member, Foreign Language Film Series Presenters Committee (2009-2010)
- Member, Planning Committee for Annual Recruitment Day (2009-2010)

College of the Arts, Humanities and Social Sciences (CAHSS)

- Member, College-wide Undergraduate Research Team (2009-2010)
- Member, College-wide Graduate Curriculum Team (2009-2010)
- Member, Hispanic Heritage Month Activities (2009-2010)

SERVICE AT MICHIGAN STATE UNIVERSITY

Department of Spanish and Portuguese

- Editor and President, *Tropos* Graduate Student Journal (2007-2008)
- Editor and Secretary, *Tropos* Graduate Student Journal (2006-2007)
- Member, Planning Committee for Annual *Tropos* Conference (2006-2008)
- Editor, Annual Departmental Newsletter (2005-2006)
- Peer-Reviewer, *Tropos* Graduate Student Journal (2004-2009)

12. SERVICE TO THE COMMUNITY

(a) *Memberships on scholarly societies, including offices held and dates*

- American Council on Teaching of Foreign Languages (ACTFL)
- Canadian Association of Hispanists (CAH)
- International Society for the Scholarship of Teaching and Learning (ISOTL)
- Latin American Studies Association (LASA)
- Modern Language Association of America (MLA)

(b) *Memberships on other societies, including offices held and dates*

- British Columbia Council on Admissions & Transfer (BCCAT) and the Standing Committee on Language Acquisition (SCOLA)

(f) *Reviewer (journal, agency, etc. including dates)*

- *Canadian Journal of Latin American and Caribbean Studies / Revue canadienne des études latino-américaines et caraïbes* (2016)
- Georgetown University Press (2013)
- *International Feminist Journal of Politics* (2011; 2013)

(i) *Other service to the community*

- Promotional Materials Preparation for Lexington Books, *Omar Cabezas, Nicaragua, and the Narrative of Liberation: To the Revolution and Beyond* by José María Mantero.

13. AWARDS AND DISTINCTIONS

(a) *Awards for Teaching (indicate name of award, awarding organizations, date)*

Killam Teaching Prize, The Faculty of Arts, The University of British Columbia; Vancouver, BC, CANADA. (2017-2018)

Top Instructor in the Arts Recognition, The Faculty of Arts, The University of British Columbia; Vancouver, BC, CANADA. (2013-2016)

Unanimously Elected Faculty Group Leader for Departmental Self-Study, Department of International and Second Language Studies, University of Arkansas at Little Rock; Little Rock, AR, USA. "Standards for Teachers: Developing and Demonstrating Excellence through ACTFL." (2009)

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

Distinguished Contributor Award, Department of Spanish and Portuguese, Michigan State University, East Lansing, MI. USA. (2007)

(d) *Other Awards*

14. OTHER RELEVANT INFORMATION (maximum one page)

THE UNIVERSITY OF BRITISH COLUMBIA

Publications Record

Date: June 22, 2021

Initials: 

SURNAME: Orr-Álvarez

FIRST NAME: Brianne

MIDDLE NAME(S): Elizabeth

1. REFEREED PUBLICATIONS

(a) *Journals*

“From *Machista* to *New Man*?: Omar Cabezas Negotiates Manhood from the Mountain in Nicaragua.” *Ciberletras* (Winter 2009).

<http://www.lehman.cuny.edu/ciberletras/v22/orr.html>.

“La masculinidad en crisis: un estudio sobre el deterioro del sujeto masculino en *La nada cotidiana* de Zoé Valdés.” *Caribe: Revista de Cultura y Literatura* 10:1 (Summer 2007): 65-84.

(b) *Conference Proceedings*

(c) *Other*

Book Review

Brianne Orr Álvarez (2016) Vinodh Venkatesh, *The body as capital: masculinities in contemporary Latin American fiction*, *Canadian Journal of Latin American and Caribbean Studies / Revue canadienne des études latino-américaines et caraïbes*, 41:3, 464-466, DOI: 10.1080/08263663.2016.1225684

2. NON-REFEREED PUBLICATIONS

(a) *Journals*

(b) *Conference Proceedings*

(c) *Chapters*

“Masking Revolution: Subcomandante Marcos and the Contemporary Zapatista Movement,” in *Performing Utopias in the Contemporary Americas*. Eds. Kim Beauchesne and Alessandra Santos. Palgrave Macmillan, 2017. Pp. 111-129.

3. BOOKS

(a) *Authored*

(b) *Edited*

(c) *Chapters*

4. **SPECIAL COPYRIGHTS**

5. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

6. **OTHER WORKS**

7. **WORKS SUBMITTED** (including publisher and date of completion)

8. **WORK IN PROGRESS** (including degree of completion)

“Revolutionary Teaching: A Peer-guided Approach to ‘Revolution’ as Concept and Pedagogical Practice in the Post-Secondary Classroom” (40%)

“Moving Beyond the Page: A Community Oriented Approach to Extracurricular Language Practice” (75%)