

# Eva M. Fernández

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January 2022

## Education

- 2000 Ph.D. in Linguistics, CUNY Graduate School and University Center, New York, NY
- 1995 M.A. in Linguistics, CUNY Graduate School and University Center, New York, NY
- 1991 B.A., Magna Cum Laude, in Linguistics, German (with honors), New York University, New York, NY

## Appointments

### *Current*

2021-present: Interim Vice President for Academic Affairs and Provost, Guttman Community College, City University of New York (CUNY)

Portfolio Includes: Oversight of the signature First Year Experience program and all academic programs (leading to associate degrees) at one of the top two-year institutions in the nation, within one of the largest public urban systems; development, oversight, and implementation of academic policies, faculty development, career development and workforce readiness, experiential education, transfer success, Library, academic technology, and institutional grants

2002-present: Professor, Linguistics & Communication Disorders, Queens College, CUNY (tenured: 2007; promoted to Associate 2008; promoted to Professor: 2015)

Cross-linguistic aspects of sentence processing, focusing on syntactic ambiguity and the contribution of prosody to syntactic disambiguation; impact of the second language on the first language of bilinguals; impact of faculty development on student learning

2014-present: Doctoral Faculty, Speech-Language-Hearing Sciences, Graduate Center, CUNY

2006-present: Doctoral Faculty, Latin American, Iberian, and Latino Cultures, Graduate Center, CUNY

2001-present: Doctoral Faculty, Program in Linguistics, Graduate Center, CUNY

### *Previous*

2019-2021: Associate Provost / Assistant Vice President for Innovation & Student Success, Queens College, CUNY

Key Achievements: oversaw re-incorporation of Academic Support into Academic Affairs, and grew the resource into the QC Learning Commons, to better serve student academic support needs; launched and oversaw the first two years of the implementation of EAB Navigate, a cross-campus, multi-divisional endeavor; played a central role in supporting students, faculty, and staff during the pandemic, with an agile team that included a student-facing branch (“Keep Learning”) to advocate for students, a robust set of technologies for supporting communications, decision-making, and teaching and learning while working remotely, and resources to provide employment to students as well as emergency financial support; convened the Coordinated Undergraduate Education cross-divisional group, also overseeing its budget and

outcomes reporting; oversaw the development, administration, and reporting of a large-scale randomized control trial study examining the impact of faculty development on student success (QC's first HSI-funded institutional grant); oversaw the pilot of "QNS 101: Queens Community Course", designed as a first-year experience course for new transfer students

Portfolio Included: First-Year Experience Program; QC Learning Commons (Academic Support Center, HSI-STEM Learning Collectives, and Writing Center); Honors and Scholarships; Center for Career Engagement & Internships; CUNY Service Corps at Queens College (students placed in paid positions at service-based organizations in New York City); Center for Ethnic, Racial, and Religious Understanding (diversity training and education for students, faculty, and staff, and the local community); Big Buddy Program (student field experience mentoring homeless children from New York City shelters); strategic initiatives related to student success, including role as Owner for EAB Navigate Implementation at Queens College; two major institutional grants on STEM education

2015-2019: Assistant Provost / Assistant Vice President for Teaching Excellence & Experiential Education, Queens College, CUNY (Acting 2015-2017)

Key Achievements: developed Center for Teaching & Learning into college-wide resource supporting faculty in all aspects of teaching, curriculum development, and assessment of student learning; provided a vision and supports for expanding experiential learning opportunities; oversaw reorganization of Career Center in its incorporation to Academic Affairs; co-authored and launched five-year USED grant (<http://hsistem.qc.cuny.edu>)

Portfolio Included: Center for Teaching & Learning; Center for Career Engagement & Internships; CUNY Service Corps; Center for Ethnic, Racial, and Religious Understanding; Big Buddy Program; Undergraduate Research

2012-2014: Assistant Vice Provost, Queens College, CUNY, Flushing, NY

2007-2014: Director, Center for Teaching and Learning, Queens College, CUNY, Flushing, NY

2002-2005: Director, Queens Consortium on Languages Other Than English, Queens College, CUNY

2000-2002: Substitute Assistant Professor, Linguistics & Communication Disorders, and Coordinator, Queens Consortium on Languages Other Than English, Queens College, CUNY

1999-2000 and 1994-1996: Adjunct Lecturer, Bilingual Education, City College of New York, CUNY

1994-2000: Adjunct Lecturer, Elementary & Early Childhood Education, Linguistics & Communication Disorders, & Secondary Education & Youth Services, Queens College, CUNY

## Leadership Development

2017: HERS Executive Leadership Institute, Denver, CO, <https://hersnet.org/institutes>

Leadership principles, higher education trends, change management, budgets and financial statements, career planning, legal and risk management, inclusive excellence, fundraising

HERS STEM Community participant (funded by the Henry Luce Foundation): providing support for the advancement of women in STEM, <https://hersnet.org/community/stem-community/>

2016-2017: OASIS (Optimizing Academic Success and Institutional Strategy), <https://edtrust.org/oasis/>

Data analysis, insights, and use of evidence-based practices to help close the college graduation rate gap between white and underrepresented minority students

2014-2016: Teaching to Increase Diversity and Equity in STEM (TIDES), Association of American Colleges & Universities (AAC&U), <https://www.aacu.org/tides>

Culturally sensitive pedagogies for STEM teaching, change management for relevant and inclusive STEM education, curricula to enhance underrepresented STEM student success

2015: Change and Innovation Lab, Cohort II, American Council on Education, <http://www.acenet.edu/news-room/Pages/CIL-Cohort-Two.aspx>

Application of design principles for prototypes for student retention and degree attainment

## Grants and Contracts

1. *Diagnostic Grant: Center for Inclusive Computing*. Northeastern University. Subagreement to Queens College (contract pending), \$60,000, September 2021 – July 2023. Fernández, E. M. & Brown, T.
2. *Expanding the Articulation of Credit Transfer Project at CUNY*. Petrie Foundation. Subgrant to Queens College, \$40,000, January 2021 – June 2022. Fernández, E. M. (Project Sponsor at QC).
3. *An Interdisciplinary Design Program: Incorporating Making and Design Thinking to Enhance Undergraduate STEM Education*. National Science Foundation: \$2,172,613, October 2019 – September 2024. Fernández, E. M., Bergey, B., Greco, M., Normal, N., & Sanchez, J.
4. *Improving Transfer Student Success at Queens College: Associate to Baccalaureate Degree Completion*. Petrie Foundation: \$195,250, July 2019 – June 2020. Hendrey, E. & Fernández, E. M.
5. *Developing Degree Maps*. Senior College Support of Developmental Education: FY 2019. \$30,000, January 2019 – August 2019. Fernández, E. M., Alvarez, R., Bobb, J., Silverman, L., & Vickery, C.
6. *Big Buddy Program at Queens College*. Pinkerton Foundation: \$90,000, January 2019 – December 2021. Manning, K., Sahoo, T., & Fernández, E. M.
7. *ACE Faculty Development Impact Study*. Strada and American Council on Education. \$20,000, October 2017 – June 2017. Fernández, E. M. & Fraboni, M.
8. *STEM Bridges Across Eastern Queens*. HSI-STEM, United States Department of Education. \$5,841,097 (\$5,592,849 initial award; \$248,248 in supplements), October 2016 – September 2022 (including one-year no-cost extension). Fernández, E. M. & Weinstein, D. (former co-PIs: Rotenberg, S. through 2019; Klotz, M. G. through 2017).
9. *TTP Residency at Queens College*, New York City Department of Small Business Services. \$1,421,390, September 2015 – December 2017. Matos Rodríguez, F.; contract and management: Fernández, E. M. & Grace, G.
10. *Expanding Hybrid and Online Programs at Queens College*. Strategic Investment Initiative 2015–2016, City University of New York. \$119,000, January – June 2016. Fernández, E. M., Fraboni, M., & Wolfe, M.
11. *Transforming Practices in Support of Diversity at Queens College, CUNY*. ACE Change and Innovation Laboratory II, American Council on Education. \$6,000, January – August 2015. Leadership team: Matos Rodríguez, F. V., Hendrey, E., Bobb, J., & Fernández, E. M.

12. *Coding for All: Increasing the Participation of Women in Computer Science through General Education*. American Association of Colleges & Universities (AAC&U) Teaching to Increase Diversity and Equity in STEM (TIDES). \$34,278, July 2014 – July 2016. Vickery, C. & Fernández, E. M.
13. *Freshman Year Initiative at Queens College: Evaluating Impact and Formulating Improvements*. Central Office of Academic Affairs, City University of New York. \$150,000, January 2014 – June 2015. Fernández, E. M., Belfield, C., & Savage, D.
14. *Teach online at Queens College: Scaling up a sustainable initiative*. Central Office of Academic Affairs, City University of New York. \$25,000, Fiscal Year 2013. Fernández, E. M., Fraboni, M., Garfield, R., Kelly, J., Pirovolikos, F.-W., & Van Belle, G.
15. *Grammars and Parsers: Toward a Unified Theory of Language Knowledge and Use. Special Session at the 25<sup>th</sup> Annual CUNY Conference on Human Sentence Processing*. National Science Foundation. \$28,000, January 1, 2012 – June 1, 2013 extended to June 2014. Fodor, J. D. & Fernández, E. M.
16. *Making Transfer Connections: ePortfolio and Student Success Across CUNY*. Title V, United States Department of Education. \$3.7 million total, \$450,000 to Queens College, October 2010 – September 2015, extended to September 2016. Queens College PI: Fernández, E. M.
17. *Mentoring faculty who teach online*. 2010-2011 Central Office of Academic Affairs, City University of New York, Hybrid Initiative. \$30,000, Fiscal Year 2011. Fernández, E. M., Perry, C., Fraboni, M.
18. *The time course of processing for the relative clause attachment construction: A comparison of languages, language histories, and methods*. PSC-CUNY 36 Grant No. 67230-00 36, July 1, 2005 – December 31, 2006. Fernández, E. M.
19. *Workshop on online methods in children's language processing*. National Science Foundation Award No. 0518438, September 15, 2005 – August 31, 2006. Sekerina, I. & Fernández, E. M.
20. Participation in the ABRALIN IV International Conference and in the XVII Linguistics Institute. Mirror Grant awarded by the CUNY Council on Foreign Language Study, Spring 2005. Fernández, E. M.
21. *Are we teaching languages communicatively?* CUNY Faculty Development Program Grant, Fall 2004. Ansani, A. & Fernández, E. M.
22. *The processing of number agreement in bilinguals and monolinguals*. PSC-CUNY 34 Grant No. 60008-33 34, April 1, 2003-December 31, 2004. Fernández, E. M.
23. *Instructional technology in the LOTE classroom: Practical and theoretical applications*. CUNY Faculty Development Program Grant, Spring 2002. Fernández, E. M., McClure, W. & Spreizer, C.
24. *Bilingual and monolingual prosody in English and Spanish*. Fellowship from the Research Institute for the Study of Language in an Urban Society (RISLUS), Graduate Center, CUNY, January-June, 2002. Fernández, E. M.
25. *Bilingual sentence processing*. Dissertation Year Fellowship, Graduate Center, CUNY, 1998-1999. Fernández, E. M.

## Publications

### Textbook

1. Fernández, E. M. & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. West Sussex, UK: Wiley-Blackwell.

#### Reviews & Translations:

- a. Davies, C. (2010). Student reviews: *Fundamentals of Psycholinguistics*. *Times Higher Education*, November 4. <http://www.timeshighereducation.co.uk/books/textbook-guides/8-november-2012/student-review-fundamentals-of-psycholinguistics/414218.article> (Review)
- b. Ward, K. (2010). Books: Psycholinguistics: Fernández, Cairns. *Linguist List*, 21.4393. <http://linguistlist.org/issues/21/21-4393.html> (Review)
- c. Arik, E. (2011). Book notices: Review of *Fundamentals of psycholinguistics*. *eLanguage: Digital Publishing in Linguistics*, <http://elanguage.net/blogs/booknotices/?p=1666> (Review)
- d. Chromý, J. (2014). *Základy psycholingvistiky*. Prague, Cz: Univerzita Karlova V Praze Nakladatelství Karolinum. (Translation, Czech)

### Monograph

1. Fernández, E. M. (2003). *Bilingual sentence processing: Relative clause attachment in English and Spanish*. Amsterdam, NL: John Benjamins Publishers.

### Articles & Chapters

1. Fernández, E. M., Fraboni, M. C., Valad, J., Avila, S., Edmond, A., & Singleman, C. (2021). "Empathy is really important": Improving undergraduate STEM education through a community of care. In K. Winter & A. Bramberger (Eds.), *Re-conceptualizing safe space—Supporting inclusive education* (pp. 141-159). Bingley, UK: Emerald Publishing Limited. doi: 10.1108/978-1-83982-250-620211015
2. Behrens, S. J. & Fernández, E. M. (2020). Linguistically-informed pedagogy in higher education: A role for teaching and learning centers. *Journal on Excellence in College Teaching*, 31, 2, 143-160.
3. Johnson, P. B., Edmond, A., Singleman, C., Valad, J., Avila, S. & Fernández, E. (2020). Mentoring in the Midst of the COVID-19 Outbreak in New York City. *The Chronicle of Mentoring and Coaching*, 13(4), 413-418. <https://www.mentor-cmc.com/cmc/cmc2020/MobilePagedReplica.action?pm=1&folio=413#pg413>
4. Vesselinov, E., Villamizar-Santamaría, S., Gomez, C., & Fernández, E. M. (2019). A global community or a global waste of time? Content analysis of the Facebook site Humans of New York. *Journal of Urban Affairs*, online 27 Dec 2019. doi: 10.1080/07352166.2019.1697184
5. Fernández, E. M. & Vickery, C. (2019). In search of hidden but accessible truths: Coding for All at Queens College. In K. M. Mack, K. Winter, & M. Soto (Eds.), *Culturally responsive strategies for reforming STEM higher education: Turning the TIDES on inequity* (pp.73-95). Bingley, UK: Emerald Publishing Limited. doi: 10.1108/978-1-78743-405-920191005
6. Johnson, P. B., Valad, J., Singleman, C., Avila, S., & Fernández, E. (2019). The impact of peer mentoring on the mentors. *The Chronicle of Mentoring and Coaching*, 3(12), 622-623. <https://www.mentor-cmc.com/cmc/cmc2019/MobilePagedReplica.action?pm=2&pg=622>

7. Fernández, E. M., Souza, R., & Carando, A. (2017). Bilingual innovations: Experimental evidence offers clues regarding the psycholinguistics of language change. *Bilingualism: Language and Cognition*, 20, 2, 251-268. doi: [10.1017/S1366728916000924](https://doi.org/10.1017/S1366728916000924)
8. Haras, C., Ginsberg, M., Fernández, E., & Magruder, E. D. (2017). Chapter 4. Future goals and actions of faculty development. In Haras, C., Taylor, S. C., Sorcinelli, M. D., & von Hoene, L. (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development* (pp. 55-67). Washington, DC: American Council on Education. <http://www.acenet.edu/news-room/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf>
9. Taylor, S. C., Haras, C., Magruder, E. D., Fernández, E., Ginsberg, M., & Glover, J. (2017). Chapter 5. Institutional investment in teaching excellence. In Haras, C., Taylor, S. C., Sorcinelli, M. D., & von Hoene, L. (Eds.), *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development* (pp. 69-83). Washington, DC: American Council on Education. <http://www.acenet.edu/news-room/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf>
10. Fernández, E. M. & Souza, R. (2016). Walking bilinguals across language boundaries: On-line and off-line techniques. In Heredia, R., Altarriba, J., & Cieslicka, A. B. (Eds.), *Methods in bilingual reading comprehension research* (pp. 33-60). The Bilingual Mind and Brain Book Series 1. New York, NY: Springer. doi: [10.1007/978-1-4939-2993-1\\_3](https://doi.org/10.1007/978-1-4939-2993-1_3)
11. Pratt, E. & Fernández, E. M. (2016). Implicit prosody and cue-based retrieval: L1 and L2 agreement and comprehension during reading. *Frontiers in Psychology*, 7, 1922. doi: [10.3389/fpsyg.2016.01922](https://doi.org/10.3389/fpsyg.2016.01922)
12. Fernández, E. M. & Sekerina, I. A. (2015). The interplay of visual and prosodic information in the attachment preferences of semantically shallow relative clauses. In L. Frazier & T. Gibson (Eds.), *Explicit and Implicit Prosody in Sentence Processing* (pp. 241-261). *Studies in Theoretical Psycholinguistics*, 46. New York, NY: Springer. doi: [10.1007/978-3-319-12961-7\\_13](https://doi.org/10.1007/978-3-319-12961-7_13)
13. Fodor, J. D. & Fernández, E. M. (2014). Introduction. *Journal of Psycholinguistic Research. Special Issue: Grammars and Parsers: Toward a Unified Theory of Language Knowledge and Use*, online November 2, pp. 1-5. doi: [10.1007/s10936-014-9333-3](https://doi.org/10.1007/s10936-014-9333-3)
14. Fernández, E. M., & Fraboni, M. (2012). But are they Connected? A Report on the Queens College Technology Survey of the Use of Ubiquitous Tools for Learning. *Ubiquitous Learning: An International Journal*, 4(3), 13–32.
15. Fernández, E. M. (2011). Psycholinguistics. *Oxford Bibliographies Online, Linguistics*. Oxford, UK: Oxford University Press.
16. Fernández, E. M. (2010). Reading aloud in two languages: the interplay of syntax and prosody. In B. VanPatten & J. Jegerski (Eds.), *Research in second language processing and parsing* (pp. 297-320). Amsterdam, NL: John Benjamins Publishers.
17. Davison, A., Fernández, E. M., & Goldhaber, S. L. (2010). Academic discourse on a multilingual campus. In J. Summerfield, C. Smith, & E. Martineau (Eds.), *Making teaching and learning matter: transformative spaces in higher education* (pp. 171-193). Dordrecht: Springer. doi: [10.1007/978-90-481-9166-6\\_10](https://doi.org/10.1007/978-90-481-9166-6_10)

18. Stoynezhka, I., Fodor, J. D., & Fernández, E. M. (2010). Phoneme restoration methods reveal prosodic influences on syntactic processing. *Language and Cognitive Processes*, 25(7), 1265-1293. Psychology Press. doi: [10.1080/01690961003661192](https://doi.org/10.1080/01690961003661192)
19. Fernández, E. M. (2009). Definitions for 49 entries in Matsumoto, D. (Ed.), *The Cambridge dictionary of psychology*. Cambridge, UK: Cambridge University Press.
20. Sekerina, I. A., Fernández, E. M., & Petrova, K. (2008). Присъединяване на структурно многозначни подчинени изречения в българския език ('Processing of structurally ambiguous relative clauses (RC) in Bulgarian'). In Comati, S. (Ed.), *Bulgaristica—Studia et Argument: Festschrift für Ruselina Nitsolova zum 65. Geburtstag* (pp. 328-336). Munich, DE: Verlag Otto Sagner.
21. Sekerina, I., Fernández, E. M., & Clahsen, H. (2008). Introduction. *Language processing in children* (pp. vii-xv). Amsterdam, NL: John Benjamins.
22. Fernández, E. M. (2007). How might a rapid serial visual presentation of text affect the prosody projected implicitly during silent reading? *Conferências do V Congresso Internacional da Associação Brasileira de Lingüística*, 5, 117-154.
23. Fernández, E. M. (2007). Discussão: Prosódia implícita e processamento de frases ("Discussion: Implicit prosody and sentence processing"). Paper presented at *ABRALIN Conference*, March 2007, Belo Horizonte, Minas Gerais, Brazil.
24. Hernández, A., Fernández, E. M. & Aznar-Besé, N. (2007). Bilingual sentence processing. In G. Gaskell (ed.), *Oxford handbook of psycholinguistics* (pp. 371-384). Oxford: Oxford University Press.
25. Maia, M., Fernández, E. M., Costa, A. & Lourenço-Gomes, M. do C. (2007). Early and late preferences in relative clause attachment in Spanish and Portuguese. *Journal of Portuguese Linguistics*, 5-2/6-1, 227-250.
26. Fernández, E. M. (2006). How do language learners build syntactic structure on-line? *Journal of Applied Psycholinguistics*, 27, 1, 59-64.
27. Fernández, E. M. (2005). The prosody produced by Spanish-English bilinguals: A preliminary investigation and implications for sentence processing. *Revista da ABRALIN*, 4, 1, 109-141. [http://www.abralin.org/revista/RV4N1\\_2/RV4N1\\_2\\_art4.pdf](http://www.abralin.org/revista/RV4N1_2/RV4N1_2_art4.pdf)
28. Vasishth, S., Agnihotri, R. K., Fernández, E. M. & Bhatt, R. (2005). Noun modification preferences in Hindi. In *Proceedings of Construction of Knowledge conference*, Vidya Bhawan Society, Udaipur.
29. Fernández, E. M. (2005). Os bilingües são como dois monolíngües em uma única pessoa? Evidências da pesquisa sobre a ambigüidade de aposição de orações relativas. (Are bilinguals like two monolinguals in one person? Evidence from research on the relative clause attachment ambiguity.) In M. Maia & I. Finger (Eds.), *Processamento da linguagem* (pp. 179-200). Pelotas, Brazil: Educat.
30. Maia, M., Costa, A., Fernández, E. & Lourenço-Gomes, M. do C. (2004). A compreensão de orações relativas ambíguas em Português Brasileiro e Europeu: Um estudo comparativo. ("Comprehension of ambiguous relative clauses in Brazilian and European Portuguese: A contrastive study.") *Revista da ABRALIN*, 3, 1-2, 11-39. [http://www.abralin.org/revista/RV3N1\\_2/artigo1/RV3N1\\_2\\_art1.pdf](http://www.abralin.org/revista/RV3N1_2/artigo1/RV3N1_2_art1.pdf)

31. Sekerina, I., Fernández, E. & Petrova, K. (2004). Relative clause attachment in Bulgarian. In O. Arnaudova, W. Browne, M. L. Rivero, & D. Stojanović (Eds.), *Formal Approaches to Slavic Linguistics: The Ottawa Meeting 2003* (pp. 375-394). Ann Arbor, MI: Michigan Slavic Publications.
32. Fernández, E. M. (2002). Using course management tools in face-to-face classrooms. Electronic proceedings of *Syllabus fall2002*.
33. Fernández, E. M. (2002). Relative clause attachment in bilinguals and monolinguals. In R.R. Heredia & J. Altarriba (Eds.), *Bilingual sentence processing* (pp. 187-216). Amsterdam, NL: North Holland Elsevier Science Publishers.
34. Fernández, E. M. (2001). Dissertation summary, Bilingual sentence processing: Relative clause attachment in English and Spanish. *Glott International*, 5, 8, 275-281.
35. Fernández, E. M. (2000). Book review: Cook, V.J., *Linguistics and second language acquisition*. *Journal of Psycholinguistic Research*, 29, 3, 335-34 1.
36. Fernández, E. M. (1999). Processing strategies in second language acquisition: Some preliminary results. In E.C. Klein & G. Martohardjono (Eds.), *The development of second language grammars: A generative approach* (pp. 217-239). Amsterdam, NL: John Benjamins Publishers.
37. Fernández, E. M. (1998). Language dependency in parsing: Evidence from monolingual and bilingual processing. In M. Brysbaert (ed.), *Psychologica Belgica*, 38, 3/4, 197-230.
38. Rieber, R. W., Vetter, H. J. & Fernández, E. M. (1995). Psychopathology and the polyglot. Chapter 8 in *The psychopathology of language and cognition* (pp. 151-178). New York, NY: Plenum Press.

### **Edited Volumes**

1. Fernández, E. M. & Cairns, H. S. (Eds.) (2017). *The handbook of psycholinguistics*. Hoboken, NJ: Wiley-Blackwell.  
  
Review:
  - a. Martínez-García, María Teresa (2019). Review: Psycholinguistics: Fernández, Smith Cairns (2017). LINGUIST List 30.2770, July 16, 2019. <https://linguistlist.org/issues/30/30-2770.html>
2. Fodor, J. D. & Fernández, E. M. (Eds.) (2015). *Grammars and parsers: Toward a unified theory of language knowledge and use*. Special issue of *Journal of Psycholinguistic Research*, 44(1).
3. Sekerina, I., Fernández, E. M. & Clahsen, H. (Eds.) (2008). *Language processing in children*. Amsterdam, NL: John Benjamins Publishers.
4. Fernández, E. M. (Ed.) (2003). *Selected Papers from the 15<sup>th</sup> Annual CUNY Conference on Human Sentence Processing*. Special issues of *Journal of Psycholinguistic Research*, Vols. 32(1) and 32(2).

### **Conference Presentations (last 10 years)**

1. Johnson, P. B., Valad, J., Singleman, C., & Fernández, E. M. (2021). The impact of STEM mentoring: Findings from five years of research. Paper presented at *14<sup>th</sup> Annual Mentoring Conference; Mentoring in an Interconnected World*, October 18-22; The University of New Mexico, Albuquerque, NM.

2. Fernández, E. M., Johnson, P., & Winter, K. (2020). Exploring impacts of treatment dosage and treatment adherence in an undergraduate STEM intervention. Paper presented at ASHE (Association for the Study of Higher Education) 2020, November 20.
3. Mozeiko, K., Fraboni, M., & Fernández, E. M. (2019). Supporting all students in teacher education and music education. Poster presentation, *Minding the gap: Retaining and sustaining the academic community*. CUNY Faculty Diversity and Inclusion Conference 2019, March 29, CUNY Graduate Center, New York, NY.
4. Johnson, P., Valad, J., Avila, S., Singleman, C., Fraboni, M., & Fernández, E. (2019). The impact of peer mentors on student performance in introductory STEM courses: the mentors' perspective. Poster presentation, *17th Annual Hawaii International Conference on Education*, January 5-8, Honolulu, HI.
5. Johnson, P., Valad, J., Avila, S., Singleman, C., Fraboni, M., Fernández, E. M., & Johnson, H. L. (2019). Classroom behaviors of instructors and students in introductory math courses: a comparison of four-year and two-year colleges. Poster presentation, *17th Annual Hawaii International Conference on Education*, January 5-8, Honolulu, HI.
6. Singleman, C., Valad, J., Johnson, P., Avila, S., Fernández, E. M. (2019, November 3-7). Improving student learning in introductory STEM courses supports the interdisciplinary goals of One Health [Conference poster]. *Society for Toxicology and Environmental Chemistry, SETAC*. Toronto, CA. [https://www.setac.org/m/event\\_details.asp?id=838703](https://www.setac.org/m/event_details.asp?id=838703)
7. Aziz, S., Schmahl, L., Rahman, M., Fernández, E. M., Soule, D. (2018, December 10-14). HSI-STEM Bridges Across Eastern Queens: A Step to Diversify the Geoscience Major at Queens College at the City University of New York [Conference poster]. *The American Geophysical Union (AGU)* Washington, DC.
8. Winter, K. & Fernández, E. M. (2018). Working with What Works Clearinghouse Standards to evaluate designs for broadening participation. *2018 Transforming STEM Higher Education*, Association of American Colleges & Universities Network for Academic Renewal, November 10, Atlanta, GA. <https://goo.gl/WXXQpJ>
9. Fernández, E. M., Reesman, L., Avila, S., Stroumbakis, K., & Clarke, A. (2018). STEM Bridges Across Eastern Queens: A model partnership. *HACU (Hispanic Association of Colleges and Universities) 32nd Annual Conference*, October 8, Atlanta, GA. <https://goo.gl/NEbehR>
10. Valad, J., Avila, S., Singleman, C., Johnson, P., Williams, C., Farenga, S., Subramaniam, G., Novick, P., Fraboni, M., & Fernández, E. M. (2018). Using peer mentors to enhance STEM lab performance: first steps and initial findings. Poster presentation, PKAL Upstate NY Regional Network Meeting, February 3, Oneonta, NY.
11. Vickery, C. & Fernández, E. M. (2017). Cloud computing resources for assessment and accreditation. *Annual Conference of the Middle States Commission on Higher Education*, December 6-8, Philadelphia, PA.
12. Avila, S., Valad, J., Johnson, P., & Fernández, E. M. (2017). Bridging cross-campus faculty reflections to enhance instructional practices in undergraduate STEM courses. [Conference presentation] *AAC&U (Association of American Colleges & University) Annual STEM Conference*, November 2-4, San Francisco, CA.

13. Williams, C., Johnson, P., Clarke, A., Hussain-Avila, S., Valad, J., & Fernández, E. M. (2017). Using observational tools to assess faculty and student behavior in STEM courses. Poster presentation, *AAC&U (Association of American Colleges and Universities) Annual STEM Conference*, November 2-4, San Francisco, CA.
14. Higby, E., Fernández, E., Shafer, V. L., & Obler, L. K. (2017). Early and late bilinguals both show influence of L2 on L1. *International Symposium on Bilingualism*, June, Limerick, Ireland.
15. Williams, C., Johnson, P., Valad, J., Hussain-Avila, S., & Fernández, E. M. (2017). Observation Protocols. *CUNY CUE Conference*, May 5, Borough of Manhattan Community College, CUNY.
16. Higby, E., Shafer, V. L., Fernández, E., & Obler, L. K. (2017). The advantage for heritage speakers of knowing two grammars. Poster presentation, *Linguistic Symposium on Romance Languages*, April, Newark, DE.
17. Higby, E., Shafer, V. L., Fernández, E. M., & Obler, L. K. (2017). Use of second-language argument structures during first-language sentence comprehension. *Linguistic Society of America annual meeting*, January, Austin, TX.
18. Fernández, E. M., McGee, S., Britez, C., Smith, D., Zhou, Y., Madhow, S. (2017). Connecting theory and practice through strong reflection in four internship/fellowship programs at Queens College. *Breaking Boundaries Symposium 2017*, Guttman Community College, CUNY, April 27, New York, NY. <https://goo.gl/Ax2bek>
19. Behrens, S. & Fernández, E. M. (2016). Teaching centers as linguistic resources. *POD Network Conference 2016*, November 11-13, Louisville, KY.
20. Higby, E., Perez, S., Ramirez, W., Varela, E., Campoverde, G., Fernández, E. M., Shafer, V., & Obler, L. K. (2016). The bilingual's mental grammar system: language-specific syntax is shared by both languages. Poster presentation, *Cognitive Neuroscience Society 2016 Annual Meeting*, April 2-5, New York, NY.
21. Higby, E., Vargas, I., Perez, S., Ramirez, W., Fernández, E., Shafer, V., & Obler, L. (2015). Shared syntax for bilinguals extends to language-specific constructions. Poster presentation, *Society for the Neurobiology of Language Conference*, October 17, Chicago, IL.
22. Viladrich, A., Tovar Rojas, P., Fernández, E., Wozniak, S., Sabogal, E. (2015). Teaching in the trenches: Immigrant women sharing their experiences in the classroom and beyond. *LASA2015 (XXXIII International Congress of the Latin American Studies Association 2015)*, May 28-30, San Juan, PR.
23. Viladrich, A., Fernández, E. M., Peña, B., & Wozniak, S.M. (2013). Challenges and successes in the classroom: a conversation about experiential teaching among bilingual faculty. *CUNY Faculty Diversity and Inclusion Conference*, CUNY Graduate Center, March 8, New York, NY.
24. Carando, A. & E. M. Fernández (2012) Bilingual production of shared and non-shared constructions: Evidence from structural priming. *Bilingualism Forum*, University of Illinois, Chicago, IL. <http://www.uic.edu/depts/ling/BilForum/files/BilForumAbstracts.10.2.pdf#page=13>
25. Souza, R. & Fernández, E. M. (2012). Bilingualism effects on sentence recall: evidence for shared argument structures among bilinguals. *Second Language Research Forum 2012*, October 18-21, Pittsburgh, PA. [http://ml.hss.cmu.edu/slrf2012/slrf2012\\_program\\_web.pdf](http://ml.hss.cmu.edu/slrf2012/slrf2012_program_web.pdf)

26. Bobb, J. D., Fernández, E. M., & Silverman, L. (2012). Creating a pathway to excellence in undergraduate education. *8th Annual CUE Conference: A CUNYVerse of Innovations*, College of Staten Island, May 11, Staten Island, NY.
27. Souza, R. & Fernández, E. M. (2012). Shared argument structure among bilinguals: Evidence from sentence reading and recall. *25th Annual CUNY Conference on Human Sentence Processing*, CUNY Graduate Center, March 14-16, New York, NY.  
[http://cuny2012.commons.gc.cuny.edu/files/2012/03/cuny2012\\_93.pdf](http://cuny2012.commons.gc.cuny.edu/files/2012/03/cuny2012_93.pdf)
28. Foster, G. R. & Fernández, E. M. (2012). "Tech Talks" and "Commons Worlds": Enriching faculty professional development through technology. *HETS Second Best Practices Showcase, Hispanic Educational Technology Services*, February 16-17, San Juan, PR.
29. Song, M., Fernández, E. M., Ko, T., DeMasters, A., & Savage, D. (2011). Displaying course evaluations and schedules in conjunction with CUNYfirst. *CUNY IT Conference 2011*, John Jay College of Criminal Justice, , December 1-2, New York, NY.
30. Wilks, K., Eynon, B., Fernández, E. M., Rosenbloom, B., & Shenkman, H. (2011). Faculty development models for improving learning through technology. *CUNY IT Conference 2011*, John Jay College of Criminal Justice, December 1-2, New York, NY.
31. Fraboni, M. & Fernández, E. M. (2011). But are they connected? A report on the Queens College Technology Survey of the use of ubiquitous tools for learning. *Fourth International Conference on Ubiquitous Learning*, University of California, November 11, Berkeley, CA.
32. Fraboni, M. & Fernández, E. M. (2011). Simulation of learning environments as faculty development pedagogy. *7th Annual General Education Conference*, York College, CUNY, May 13, Jamaica, NY.
33. Jones, Y. & Fernández, E. M. (2011). Undergraduate research and mentoring education at Queens College. *7th Annual General Education Conference*, York College, CUNY, May 13, Jamaica, NY.

### ***Invited Presentations (last 10 years)***

1. Fernández, E. M. (2021). Responsible teaching centers on the student. Presentation at 7th Annual Faculty Development Retreat, Queensborough Community College, February 12, Bayside, NY.
2. Fernández, E. M. & Bergey, B. (2019). Incorporating design-make-play methods in undergraduate STEM education: A work plan. Poster presentation, *HSI Program's Principal Investigator Conference*, National Science Foundation, November 6-8, Washington, DC. <http://bit.ly/2N16RJo>
3. Fernández, E. M. (2019). Bilingual innovations as the preliminary steps in long-term language change. Keynote address, *Fourth Brazilian Workshop on Sentence Processing*, Universidade Federal do Ceará, January 28-31, Fortaleza, Brazil. <https://goo.gl/MdhSmE>
4. Fernández, E. M. (2018). Psycholinguistic approaches to studying language change: Bilingual innovations. *MERMAID Workshop 1: Modelling Acquisition in Diachrony*, Universität Mannheim, April 27-28, Mannheim, Germany. <http://bit.ly-2Ep00jD>
5. Taylor, S. C., Sorcinelli, M. D., Haras, C., von Hoene, L., Magruder, E. D., Fernández, E., Ginsberg, M., Zakrajsek, T. (2018). Measuring quality, scalable, evidence-based faculty development.

- Organizational Development Institute and Association of American Colleges & Universities (AAC&U)*, in conjunction with AAC&U's 2018 Annual Meeting, January 23, Washington, DC.
6. Fernández, E. M., Fraboni, M., Reesman, L., & Avila, S. (2017). STEM Bridges Across Eastern Queens: A partnership between CUNY's Queens College and Queensborough Community College. *HSI STEM Grantee Connection Webinar*, September 19, United States Department of Education.
  7. Vickery, C. & Fernández, E. M. (2016). Click here to begin. *Women in Technology and Entrepreneurship in New York (WiTNY)*, July 12, New York, NY. <https://goo.gl/tm0HCW>
  8. Vickery, C. & Fernández, E. M. (2016). Tech, data, and the new Middle States standards. Keynote address, *Annual Institutional Research & Assessment Council Joint Retreat*, City University of New York, June 10, New York, NY.  
[https://docs.google.com/document/d/1zXq\\_vsdICbl5yryH5boqq4XrpEYZWe7COg-N-G7UnM8/pub](https://docs.google.com/document/d/1zXq_vsdICbl5yryH5boqq4XrpEYZWe7COg-N-G7UnM8/pub)
  9. Fernández, E. M. & Vickery, C. (2015). Best practices in STEM education: Centering teaching & learning on the student. *General Education in the 21st Century: A Paradigm Shift*, Qatar University, October 14, Doha, Qatar. <http://www.qu.edu.qa/CCP2015/schedule.php>
  10. Vickery, C. & Fernández, E. M. (2015). Coding for All: Expanding access to computer science through general education. *General Education in the 21st Century: A Paradigm Shift*, Qatar University, October 14, Doha, Qatar. <http://www.qu.edu.qa/CCP2015/schedule.php>
  11. Fernández, E. M. (2015). Studying language change: Two investigations about short-term innovations and long-term shifts in grammatical representations. *CUNY Psycholinguistics Supper*, CUNY Graduate Center, March 3, New York, NY.
  12. Fernández, E. M. (2014). Language, violence, Internet. Keynote address, *Graduate Symposium, Communication and Communities of Violence and Peace*, Division of Mass Communication, College of Professional Studies, St. John's University, November 20, Queens, NY.
  13. Fernández, E. M. & Souza, R. (2014). Bilingualism and language change: Do momentary linguistic innovations lead to long-term shifts in grammatical representations? *Fall 2014 Colloquium, PhD Program in Speech-Language-Hearing Sciences*, CUNY Graduate Center, October 15, New York, NY.
  14. Fernández, E. M. (2014). Multilingualism and development: Teaching linguistically diverse students poses challenges... and opportunities. *Global Languages & Cultures Center*, St. John's University, April 9, Queens, NY.
  15. Fernández, E. M. (2013). Errors and innovations: learning to teach and teaching to learn. *Second Annual Innovation Exchange: Ethics in action: The values that inspire social innovators*. Center for Ethnic, Religious, and Racial Understanding (CERRU), Queens College, CUNY, November 24, Flushing, NY. <http://youtu.be/Tb8zCTXzHAc>
  16. Fernández, E. M. (2013). Tangomanía. Roundtable presentation at *An evening of tango*, celebrating the publication of Anahí Viladrich's *More than two to tango: Argentine tango immigrants in New York City*. National Arts Club, November 8, New York, NY.
  17. Fernández, E. M. (2013). Bilingualism and language change: Wandering across language boundaries. Keynote address, *II Encontro Internacional do GT de Psicolinguística da ANPOLL (II EIPA)*,

Universidade Federal da Paraíba, September 30 – October 5, João Pessoa, Brazil.

<http://www.cchla.ufpb.br/clv/eventosgtpsico/anpoll/index.php>

18. Fernández, E. M. (2013). Bilingualism and language change: Wandering across language boundaries. Keynote address, *Cross-Linguistic Priming in Bilinguals: Perspectives and Constraints*. Huize Heyendael, Radboud University, September 9-11, Nijmegen, The Netherlands.  
<http://crosslingprimingconf2013.wordpress.com/>
19. Fernández, E. M. (2013). Bilingualism and language change: Wandering across language boundaries. *Prosas Psicolinguísticas*, Programa de Pós-Graduação em Estudos Lingüísticos, Universidade Federal de Minas Gerais, August 23, Belo Horizonte, Brazil.
20. Bradley, D. C. & Fernández, E. M. (2013). Prosody and processing: What could possibly go wrong? *Workshop on explicit and implicit prosody in sentence processing*, University of Massachusetts Amherst, May 30-31, Amherst, MA.
21. Carando, A., Fernández, E. M., Madsen, C. N., Kennedy, C. J., Rosen, E., & Tosi-Ramírez, J. (2013). Spanish productions of Spanish-English bilinguals in New York: A structural priming approach. *Research Forum 2013: Research Institute for the Study of Language in Urban Society (RISLUS)*, CUNY Graduate Center, May 17, New York, NY.
22. Fernández, E. M. (2013). Challenges and opportunities of Teaching linguistically diverse students. *Adjunct Faculty Dinner*, Mercy College, Bronx Campus, April 18, Bronx, NY.
23. Fernández, E. M. (2012). Effects of bilingualism on first language argument structures: evidence from a sentence recall task. *Departmental Symposium*, Department of Spanish & Portuguese, Rutgers University, School of Arts & Sciences, December 14, Rutgers, NJ.
24. Viladrich, A., D'Amelio, A., Fernández, E. M., Vago, R., & Wozniak, S. M. (2012). "Beyond grammar textbooks": A conversation about experiential teaching and learning with bilingual faculty. *Some roads less traveled: Addressing heritage learners and incorporating culture in language teaching*, Queens Consortium on Languages Other Than English, First Conference on Foreign Language Teaching, Queens College, CUNY, May 4, Flushing, NY.
25. Fernández, E. M. (2011). Faculty address, *Baccalaureate Ceremony*, Queens College, CUNY, May 31, Flushing, NY.
26. Fernández, E. M. & Cairns, H. S. (2011). The relevance of psycholinguistics to the study of language in urban settings. *RISLUS Reports*. CUNY Graduate Center, April 13, New York, NY.
27. Fernández, E. M. & Fraboni, M. (2011). Data-driven planning? Using information from a student technology survey to guide faculty development. *Faculty Workshop*, Center for Teaching and Learning, Hostos Community College, March 31, Bronx, NY.
28. Fernández, E. M. (2011). Online dystopias? Symposium on *Higher Education? How Colleges are Wasting our Money and Failing our Kids and What We Can Do About It*, with Andrew Hacker and Claudia Dreifus. Queens College, February 14, Flushing, NY.

## Teaching

### *Undergraduate*

Bilingualism (LCD 206, Queens College)  
Introduction to Language (LCD 101, Queens College)  
Introduction to Psycholinguistics (LCD 105, Queens College)  
Phonetics (LCD 110, Queens College)  
Second Language Acquisition and Teaching (LCD 240, Queens College)  
Writing Tutorial (LCD 340-W, Queens College)

### *Graduate*

Bilingüismo: desarrollo y procesamiento ('Bilingualism: development and processing', SPAN 707, Spanish Applied Linguistics, Graduate Center)  
Bilingualism (LCD 706, Queens College)  
Research Methods in Psycholinguistics and Cognitive Linguistics (LING 80300, Graduate Center)  
Teaching English Sound Structure (LCD 720, Queens College)  
Second Language Acquisition and Teaching (LCD 740, Queens College)

### *Non-Credit*

Teaching in English, 14-session (28 hours) course for faculty from Toyohashi University of Technology and KOSEN Institute of National Colleges of Technology. Fall 2014, Queens College, CUNY, Flushing, NY.

Experimental methods for the study of bilingualism, 15-hour mini-course taught August 19-20, 2013 at the Programa de Pós-Graduação em Estudos Lingüísticos, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil (<http://sites.google.com/site/bipsycholing>); a shortened version was taught October 1-2, 2013, at the II EIPA Meeting: Encontro Internacional do GT de Psicolinguística da ANPOLL (<https://sites.google.com/site/bilingualexperimentalmethods>).

Sentence processing in bilinguals, 3-week seminar taught at the 5th Annual NYI (New York-St. Petersburg Institute of Cognitive and Cultural Studies), July 2-20, 2007, St. Petersburg, Russia.

Bilingual sentence processing — processamento de frases no bilinguismo, 1-week mini-class taught at XVIII Instituto de Lingüística of the linguistics association of Brazil, ABRALIN, February 22-27, 2007, Belo Horizonte, Minas Gerais, Brazil

Teoria e métodos em processamento de frases (Theory and methods in sentence processing), 2-week mini-class co-taught with Marcus Maia at the XVII Instituto de Lingüística of the linguistics association of Brazil, ABRALIN, February 11-25, 2005, Brasilia, Brazil

### *Before Appointment at Queens College*

Contrastive Phonology (EDUC 350, EDUC 71767, City College of New York)  
English Language Learning in the Bilingual Classroom, Parts I & II (EECE 771, Queens College)  
Introduction to English Applied Linguistics (EDUC 2500, City College of New York)

Methods and Materials in TESOL (SEYS 744, Queens College)

Theories of Second Language Acquisition (EDUC 71758, City College of New York)

### **Service: College/University (last 10 years)**

2022-present: Volunteer peer evaluator, Middle States Commission on Higher Education, Philadelphia, PA

2017: Co-lead, Career Success Team, CUNY Strategic Framework Implementation, New York, NY

2015-2017: Member, Work-Based Learning Subcommittee, CUNY Tech Consortium, New York, NY

2015-2017: Member, Governing Council, CUNY School of Professional Studies, New York, NY

2014-present: Member, Advisory Board, Center for Integrated Language Communities (CILC), CUNY Graduate Center, New York, NY

2014-2015: Chair, Data Group, Strategic Enrollment Management, Queens College, CUNY, Flushing, NY

2012-2013: Chair, committee to develop a plan for Area 2: Launching Graduates into the Global Future, Strategic Plan, Queens College, CUNY, Flushing, NY

2013: Member and chair, evaluation committee for President's Award for Excellence in Teaching by Adjunct Faculty and member, evaluation committee for President's Teaching Grants.

2011-2013: Member, Curriculum and Examinations Committee, Program in Linguistics, CUNY Graduate Center, New York, NY

2011-2015: Member, Experiential Education Executive Council, Queens College, CUNY, Flushing, NY

2011-2012: Chair, Learning Dimension, Foundations of Excellence, Queens College, CUNY, Flushing, NY.

2011: Appointed member, CUNY Pathways Task Force.

2009-2015: Convener and member, committee to oversee the Undergraduate Research / Mentoring Education initiative, Queens College, CUNY, Flushing, NY

2009-2012: Member, General Education Council, Queens College, CUNY, Flushing, NY.

2007-present: Member, Ad-hoc Outcomes Assessment committee, Queens College, CUNY, Flushing, NY

2007-2011: Ex-officio member, General Education Advisory, Queens College, CUNY, Flushing, NY

2007-2011: Ex-officio member, Writing Intensive Subcommittee, Queens College, CUNY, Flushing, NY

2003-2012: Elected member of the Technology and Library Committee, Queens College Academic Senate, Queens College, CUNY, Flushing, NY; elected Chair, 04/05-06/12

2011: Member, Working Committee, Pathways General Education Task Force, CUNY

2010-2011: Chair, ad hoc committee to examine undergraduate curricula for majors in Linguistics and Communication Disorders, Queens College, CUNY, Flushing, NY

## **Service: Profession & Community (last 10 years)**

2019: Member, 2019 Committee of Visitors, Division of Behavioral & Cognitive Sciences, National Science Foundation, Washington, DC

2017-present: Advisor to visiting scholar, Nathacia Lucena Ribeiro, Universidade Federal do Rio de Janeiro, Rio de Janeiro, Brazil

2016-2017: Advisor to visiting scholar, Mikio Oda, National Institute of Technology and Kurume College, Fukuoka, Japan

2016: Advisor to visiting scholar, Cândido Oliveira, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil

2015-2016: Planning Committee, First Annual New York City ACM-W Conference for Women Computer Science Students

2014-2016: Advisor to visiting scholar, Ryo Oba, Faculty of Economics, Chuo University, Kawasaki, Kanagawa, Japan

2010-present: Member, editorial board, *Revista Brasileira de Lingüística Aplicada* (Brazilian Journal of Applied Linguistics).

2015: Advisor to visiting scholar, Joelton Duarte, Ph.D. candidate, Universidade Federal de Paraíba, João Pessoa, Brazil.

2014-2015: Advisor to visiting scholar, Jesiel Soares Silva, Ph.D. candidate, Universidade Federal de Minas Gerais, Belo Horizonte, Brazil.

2011-2012: Organizing Committee, 25th Annual CUNY Conference on Human Sentence Processing, CUNY Graduate School and University Center, New York, NY

2010: Site visit panelist, Social, Behavioral & Economic Sciences, National Science Foundation

### ***Peer Reviews***

Journal submissions: *Frontiers Psychology*; *Journal of Psycholinguistic Research*; *International Journal of Bilingualism*; *Experimental Psychology*; *Journal of Memory and Language*; *Journal of Experimental Psychology: Learning, Memory, and Cognition*; *Linguistics and Language Compass*; *Language Learning*; *SUNY-CUNY-NYU Mini-Conference Proceedings*; *Journal of Applied Psycholinguistics*; *Proceedings of the Second Language Research Forum*; *Cognitive Psychology*

Conference submissions: *AMLaP (Architectures and Mechanisms of Language Processing)*; *Annual CUNY Conference on Human Sentence Processing*

Book submissions/proposals: *Allyn and Bacon*; *Cambridge University Press*; *Kluwer Academic Publishers*; *Lawrence Erlbaum Associates*, *Psychology Press*; *Routledge*; *Versita de Gruyter*; *Wiley-Blackwell*

Grant competitions: *National Science Foundation ad hoc reviewer and panelist*; *PSC-CUNY*; *Queensborough Community College Pedagogical Research Challenge*

## Advisor to Graduate Students

(all Graduate Center, CUNY, and Ph.D., except where noted)

### *As Chair*

Elizabeth Pratt, 2015. *Prosody, agreement and reading comprehension in native and second language speakers of English.*

Agustina Carando, 2015. *Convergence in Spanish-English bilinguals: Evidence from structural priming.*

Coriz Graça Bicalho Cruz Costa (co-chair; Universidade Federal de Minas Gerais, Brazil), 2014. *O processamento da junctura intervocalar por bilíngues tardios de português brasileiro e inglês americano* ("Processing of intervocalic junctures by late Brazilian Portuguese-English bilinguals").

Deirdre Quinn, 2012. *Effects of L1 Spanish and L2 English sublexical and lexical processing on English L2 word reading speed and accuracy, and reading comprehension.*

Carolyn Rankel, 2008 (Queens College, MA). *Input and its role in acquiring a second language: Does a non-native teacher affect acquisition?*

Kerry Smith, 2005 (MA). *The influences of reading fluency and prosody on length effects of attachment preferences of ambiguous relative clause constructions.*

### *As Committee Member or External Reader*

Duong Nguyen (in progress; Ca'Foscari University in Venice, Italy)

Nathacia Lucena Ribeiro (in progress; Universidade Federal de Rio de Janeiro, Brazil)

Nicole Lorenzetti, 2021

Miriam Aguilar, 2020 (Universidade Nova de Lisboa, Portugal)

Zhuting Chang, 2020

Erin Quirk, 2020

Esther Álvarez García, 2018 (Universidad de León, Spain)

Cândido Samuel Fonsêca de Oliveira, 2016 (Universidade Federal de Minas Gerais, Brazil)

Leigh McCallen, 2016

Eve Higby, 2016

Yana Beller, 2014

Jaseleen Ruggles, 2014

Carolina Barrera-Tobón, 2013

Rachel Varra, 2013

Ronit Webman, 2011

Lucia Pozzan, 2011

Celia Teira, 2010 (Universidad Autónoma de Madrid, Spain)

Hala Abdelghany, 2010

Shukhan Ng, 2009

Amit Shaked, 2009

Yukiko Koizumi, 2009

Inge Anema, 2008

Eulalia Canals, 2007

Naomi Lapidus Shin, 2006

Nenad Lovrić, 2003

## Languages

Spanish: native proficiency reading, speaking, and writing

English: native-like proficiency reading, speaking, writing

French: intermediate to advanced reading, speaking, writing

German: intermediate to advanced reading, speaking, writing

Portuguese: intermediate reading; beginner speaking and writing

## Technology

Proficient in a variety of standard and non-standard technologies, for linguistic and institutional research (data analysis and visualization, including: Tableau, Excel, R, SPSS, Google Data Studio), for teaching, learning, and student success (in-class tools, online courseware, early alert systems, communications management systems), and for publication productivity, and collaboration (officeware, online collaboration tools, web publishing, Google Apps Script); fast learner of new interfaces and applications