

Rachel Rivers Parroquín
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Education

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

Professional Experience

2010 - present University of Notre Dame

Teaching Professor in Romance Languages and Literatures (ROLL)
2010-2023, Joint appointment with the Center for Social Concerns, Director of
Spanish Community-Engaged Learning (CEL)

Courses:

(2-2 teaching load 2010-2023; 3-3 teaching load beginning in fall 2023)

Spring 2024: Faculty exchange with UPAEP, Puebla, Mexico: 3 sections of Global Perspectives.

ND: ROSP 20201/20202 (multiple sections), 20810-CEL (8x), including with community-based research component (2x) and with Raclin Murphy Museum (1x); Once Upon a Time-CEL (10x).

2000 - 2010 Valparaiso University

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

1996 – 2000 INTERLINK Language Center (ILC) Intensive ESL

1991 – 1993 Immanuel Lutheran School Science (grades 1, 2, 3, 5); grade 4, core subjects

1986 – 1989 Kouts Elementary: Grades 5 and 6

1985 – 1986 Colegio Americano de Puebla: Grade 1 EFL in Puebla, México.

Peer-reviewed article

Wood, D. and Parroquin, R. (2025) Identifying and Measuring Broader Impacts of Spanish Community-Engaged Learning and Implications for Academic Programming and Latino Community Development. *Local Development and Society*, 1-22. <https://doi.org/10.1080/26883597.2025.2484548>

Publications

Parroquin, R. with Mangione-Lora, E., Coloma, M., Topash-Ríos, A., Botero, T., and Moreno, M. (2023). "Together We Are Stronger: Social Justice Through Community-Building" in *How We Take Action: Social Justice in K-16 Language Classrooms*, Eds., K.F. Davidson, S.M. Johnson, and L.J. Randolph. Charlotte, NC: Information Age Publishing. Invited chapter, lead author.

Parroquin, R. with E. Geiger-Medina. (2016). Applying the POWER Model in a Second Language Class. In M. Beckman & J. Long (Eds.), *Community-Based Research: Teaching for Community Impact*. Sterling, VA: Stylus. Invited chapter, lead author.

Rivers Parroquín, Rachel, A. Topash-Ríos, E. Mangione-Lora, and T. Botero, eds. (2014). *Art in Motion – Guayasamín's Ecuador: Unframed: An Interdisciplinary Resource Packet for Teachers*. University of Notre Dame. Self published, open access educational resources. ([lesson plans](#)), lead editor.

Selected Recent Presentations

Parroquin, R. (April 11, 12, 2025) “El papel de la familia, los maestros y los mediadores en el camino de la lectura autónoma” for the Diplomado Internacional en Promoción de la Literatura Infantil y Juvenil at the *Universidad La Salle Oaxaca*. 3-hour invited lecture for both cohorts, April 11 & 12.

Parroquin, R. (3 April 2024). “American Culture: Diverse, Separate? ...and Seeking Connection.” Cátedras Culturales: Rituals and social ceremonies, A study of rituals & ceremonies fundamental to cultural cohesion. UPAEP, Puebla, Mexico. Invited lecture.

Parroquin, R and Davis, M. (12 October 2023). “Meaningful Community Engagement Develops Skills, Dispositions, Joy in Language Learners” International Teaching Learning Cooperative (ITLC) Network - Lilly Conference Lilly-Traverse City, Michigan, Oct. 11-13, 2023. Lead presenter.

Wood, D. and Parroquin, R. (25 October 2021). Alternative Impact and Evaluation Approaches for Community-Engaged Academic Programming – Outcome Harvesting and Process Tracing. IUPUI: Assessment Institute, Indianapolis, IN. (Virtual conference, 2021). Contributor.

Parroquin, R., Mangione-Lora, E., Grimmer, A. Spanish CEL @ 10! November 5. Engaged Learning Forum, Center for Social Concerns. Lead presenter.

Parroquin, R. (23 February 2018). “Once Upon a Time: Children’s Literature and Community Connections - A POWERful Combination” National Latino Children’s Literature Conference. University of Texas San Antonio.

Parroquin, R. (28 June 2018). “A review of Spanish CEL literature and a model to consider moving forward.” American Association of Teachers of Spanish and Portuguese 100th Anniversary Conference, Salamanca Spain.

Parroquin, R. (3 November 2018). "Once Upon a Time: Children's Literature in the Language Classroom". Indiana Foreign Language Teachers' Association Conference, Indianapolis, IN.

Mangione-Lora, E., A. Topash-Ríos, T. Botero, and R. Parroquin. (11 March 2017). “POWERful Engaged Learning” Central States Conference on the Teaching of Foreign Languages, Chicago, IL. Contributor.

Parroquin, R. (14 March 2017). “CEL: Local engagement in theory and in practice... A case study of ‘Once Upon a Time: Children’s Literature and Community Connections’”. *Strengthening Partnership through Understanding* conference, University of Notre Dame, UPAEP, and Monterrey TEC in Puebla, Mexico.

Parroquin, R., E. Wilson, and P. Karban. (9 July 2017). “Mirror, Mirror, On the Wall: The transformative magic of seeing the self in children’s literature and connecting to history, community, and culture”. American Association of Teachers of Spanish and Portuguese Conference, Chicago, IL. Panel organizer; Wilson and Karban were community partners.

Centellas, S., R. Parroquin, and M. Moreno. (25 October 2016). “Lessons Learned and Best Practices from a Sustained University-Community Partnership” 2016 Coalition of Urban and Metropolitan Universities Conference, Washington D.C. Panel organizer.

Parroquin, R. and S. Williams (24 October 2016). “Charting the Future: Cross-Campus Partnerships for Institutional Change” 2016 Coalition of Urban and Metropolitan Universities Conference, Washington D.C. Lead researcher, co-presenter.

Parroquin, R., S. Williams, and C. Mick. (26 Oct 2015) “Evaluating the Impact of Spanish Community-Engaged Learning (CEL) Involvement on Student Learning Outcomes and Community Partnerships” IUPUI’s Assessment Institute, Indianapolis, IN. Lead researcher, co-presenter.

Parroquin, R. (18 July 2015). “Art in Motion – Using Technology to Unframe Oswaldo Guayasamín’s *Ecuador*” AATSP’s Meeting the Needs of a Changing Profession conference, Denver, CO (July 17-20).

Mangione-Lora, E., T. Botero, and R. Parroquin. (11 July 2014) “Making connections: Experiential Learning, Reflective Writing, and Course Content.” AATSP’s Articulation to Success conference, Panama City, Panama (July 8-11). Contributor.

Parroquin, R. (19 October 2012). “Reflective Teaching and Learning that become Service to Justice” panel discussion with community partners from La Casa de Amistad. Ohio State University “To Learn and to Serve: Critical Service-Learning Initiatives and Community Engagements” Oct. 18-20, Columbus, OH. Contributor.

Parroquin, R. and Mangione-Lora, E. (November 2012) “Enhance Student Reflection and Production by Integrating Prompts and Rubrics”. ACTFL, Many Languages, One United Voice Convention, November 16-18, 2012 at Philadelphia PA. Contributor.

Selected Presentations at Notre Dame

Parroquin, R., Roach, C., Dukes, G., *Duran, A., *Casillas, S. (14 July 2022). “Centering Blackness, Challenging Latinidad” Latino Studies Association Conference, University of Notre Dame, 11-14 July 2022. Panel organizer; co-presenters included community partners from Holy Cross School (Roach and Dukes) and ND undergraduates from ROSP 30051 (Duran and Casillas).

Parroquin, R. (3 June 2021). “Spanish Community-Engaged Learning: 11 Years Engaging Faculty and Youth”. Center for Social Concerns’ Community Engagement Faculty Institute. University of Notre Dame. Invited.

Cahill Kelly, A., S. Centellas, M. Coloma, K. Eilert, E. Mangione-Lora, R. Parroquin. (17 April 2018). “Nurturing a Community of Practice Through Second Language Acquisition and Partnerships Rooted in Dignity and Justice” GSL5 Summit: Dignity and Justice in Service-Learning. University of Notre Dame. Contributed.

Mick, C., R. Parroquin, S. Williams, S. Centellas, L. Jensen, and P. Karban. (31 March 2017). “Building Strong Relationships across Campus and across Town to Create Institutional Change and Impact Student Learning: A Case Study in Developing a Spanish CEL Program” Let’s Talk – Center for the Study of Languages and Cultures, University of Notre Dame. Panel organizer, contributed.

Parroquin, R. and J. Long. (15 June 2017). “CBR: Applying the POWER Model to Course Development.” University of Notre Dame Center for Social Concerns’ Community Engagement Faculty Institute. Invited, co-presenter.

Parroquin, R., T. Botero, M. Coloma, A. Topash-Ríos, C. Rooney, E. Mangione-Lora, C. Roach, S. Centellas, A. Grose. (14 November 2017). “Clases, Comunidad y Colaboración: ROLL’s Role in Engaged Learning”. Center for Social Concerns’ Engaged Learning Forum, University of Notre Dame. Invited, panel organizer, lead presenter.

Centellas, S., R. Parroquin, and M. Moreno. “Spanish CEL and La Casa de Amistad” (25 May 2017). Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame. Invited, co-presenter.

Parroquin, R., C. Mick, and S. Williams. (8 Oct 2016). “Assessing the Impact of CEL (CEL) on Student Learning Outcomes in a Spanish Program” at CUALHE – Consortium on Useful Assessment in Language and Humanities Education, U of Notre Dame. Lead researcher, co-presenter; contributor.

Parroquin, R. and C. Mick. (6 October 2015) “On the Effectiveness of Spanish CEL Classes” Center for Social Concerns Research Seminar, University of Notre Dame. Lead researcher, co-presenter.

Centellas, S., M. Moreno, and R. Parroquin. “Spanish CEL and La Casa de Amistad” (28 May 2015). Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame. Invited, co-presenter.

Botero, T., E. Mangione-Lora, R. Parroquin, and A. Topash-Ríos. “Art in Motion: Guayasamín’s *Ecuador* Unframed” (27 May 2015), Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame. Invited, co-presenter.

Parroquin, R., T. Botero and K. Richman. (29 May 2014). “Engaging the SB Latino Community Through CEL/CBR” Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame. Invited, co-presenter.

Parroquin, R. and Joyce Long. (30 May 2013). “Community Based Research: What, How, and Why?” Community Engagement Faculty Institute, Center for Social Concerns, University of Notre Dame. Invited, co-presenter.

“Community-Engaged Learning in the Context of L2 Learning and Another Culture,” (30 September 2011) Facilitated Roundtable discussion at Indiana Campus Compact, Networking Council—Northern Regional Meeting, University of Notre Dame. Contributed.

Leadership in Key Campus and Community Projects

- Parroquin, R. (2025, May 19) Facilitated presentation for Ready to Grow St. Joe to recruit bilingual, Spanish speaking preschool directors and teachers for professional development in Conscience Discipline: Resiliencia y Cerebros con Conscious Discipline Para líderes y educadores de la primera infancia.
- Co-organizer of Duncan Tonatiuh visit with Raclin Murphy Museum staff - Bridget Hoyt and Sarah Martin, Oct. 17-19, 2024. 900+ attendees/participants on campus, at Holy Cross Grade School and in Raclin Murphy programs.
- Partnership with Holy Cross School (ten semesters as of 2025); selected projects completed with ND and HC students:
 - Parroquin, R. and Barreda, K. (Eds.) (2025). *¿Por qué somos como somos? Nuestras identidades*. [Collection of personal narratives by 4th grade two-way immersion students and Notre Dame ROSP 30051 students on identity; published and given to 4th grade students and ND stakeholders. Available for review upon request.].
 - Parroquin, R. and Barreda, K. (Eds.) (2024). *¿Por qué somos como somos? Nuestras raíces y nuestras alas*. [Collection of essays by 4th grade two-way immersion students and Notre Dame ROSP 30051 students on identity; self-published and given to 4th grade students and ND stakeholders. Available for review upon request.].
 - *Las Ocho de Octavo Grado / The Eighth Grade Eight* graphic book written and illustrated by eight 8th grade Latina girls who worked with their ND mentors to present their identities, inspired by *Voces Sin Fronteras: Our Stories, Our Truth* read by the HC and ND students together. Printed and given to TWI-8 students; copies also placed in school library and given to the teacher, principal.
 - Videos created by ND students to introduce books to TWI-3 students (2021) along with model book reports shared with students.
 - Videos created of read-alouds in Spanish with the SJCPL (2016); videos were on the public library website for several years until the Spanish read-alouds were removed from the SJCPL YouTube channel.
- Long term partnership with the Snite Museum of Art staff, in particular Bridget Hoyt with ROSP 20810-CEL, spring 2023. Students created eighteen (18) sets of materials on artwork created at the Taller Grafica Popular from Mexico in the mid twentieth century. Hoyt and I worked together to select works from the permanent collection that would be appropriate for and connected to the themes and standards for upper elementary school children. For each artwork selected, materials ND students created interdisciplinary connections for a total of three activities: 1) writing and reading lessons, 2) arts based projects - visual, musical or otherwise, and 3) information on the work and the artist. All materials were shared with the museum staff in both Spanish and English for use by their K-12 outreach programs as well as the docents who work with students in the museum. Total number of lesson plans shared was 54 in Spanish with corresponding English translations. This collaboration spring 2023 with

Bridget grew out of many semesters of our working together to choose Hispanic and Latino artwork for the teaching gallery space and on Spanish class assignments with the museum that go beyond the regular docent led classes.

- 2010-2023: Thirteen years as Director of Spanish Community-Engaged Learning. Led the development of the program and fostered teamwork to do so from its inception to the level of a national exemplar in the field of CEL generally and Spanish CEL in particular. Promoted professional development opportunities (in-house and external). Supported Spanish CEL faculty in preparing successful course development grant proposals, developing and revising courses, troubleshooting, and presenting at conferences, and contributing to writing an invited chapter. Facilitated partnerships with key community organizations. Kept program records, wrote annual reports, managed budgets. Led evaluation research on the program at first inflection point (5 years) with assistance from Joyce Long, and co-led research project between 2019-2022 with Danielle Wood. David Lassen also assisted with the internal research area of impact on faculty and the department as part of the second evaluation. Both research projects had IRB approved protocols; the second project included five undergraduate CITI trained research assistants who were mentored and trained in research, including interviewing and qualitative coding.

During my tenure as Director of Spanish CEL, I chaired the joint committee with members from the CSC and ROLL, oversaw projects and processes, i.e., beginning of semester information sessions with local partners to promote community involvement and enrollment in CEL classes, semester screenings of co-sponsored films with the CSC, selection process for internal and external awards (departmental and state level IN-AASTP) for graduating seniors, contributed to the creation of videos promoting Spanish CEL, oversaw or contributed development and multiple content revisions to web presence for the program on both the CSC and ROLL webpages for the program. Several years participated in the Hispanic Leadership Coalition as well as the Latino Task Force for Education in which I was one of the organizers of several workshops for parents. Participated actively in several strategic planning cycles in both units.

- I contributed half a dozen sections that highlighted Spanish CEL at the request of Jay Brandenberger, the lead author of ND's 2019 application for reclassification by the Carnegie Foundation's as an Engaged Learning Campus; sections included student learning outcomes and evaluation, best practices such as e-portfolios, and faculty development.
- With Elena Mangione-Lora and Lisette Monterroso co-led the development of the Puebla Faculty Exchange Pilot (years of the exchange - 2022-2024), with contributions from Tatiana Botero. When the pilot was approved, I participated in the third exchange, spring 2024, teaching in the UPAEP. While there, I met with key people at both partner institutions - UPAEP and Iberoamericana: VP for Outreach and International Affairs Internacionalización Andres Barba and his staff on more than one occasion; Evelin Flores Rueda, CREA director and Mariana Cruz Ugarte with Museo UPAEP, Dr. Rocio Baños UPAEP/Nueva Esperanza, researcher with whom ND students have worked in her lab on pediatric cancer research. I also joined NDG staff Lisette Monterroso, Maria Mercedes Salmon, and Jessica Harding in meetings at the Iberoamericana, which included Olivia Quiroz Centeno, Coordinator of International Academic Affairs at Universidad Iberoamericana Puebla, Estefanía Arreguín Zárate, Centro Intercultural de Reflexión y Acción Social. These meetings led to both tangible outcomes as well as possible future collaborations.
- Strengthening Partnership Through Understanding conference 2017, Puebla Mexico. Co-organizer with Lisette Monterroso, NDG and Elena Mangione-Lora, Romance Languages and Literatures.
- Organized visit by Maribel Parroquin, expert on the Virgin of Guadalupe, 21-28 March 2017. Ms. Parroquin met with faculty and staff (30+), students events and class visits (130+), community members (50+). Sponsors: Institute for Scholarship in the Liberal Arts – Teaching Beyond the Classroom Grant;

Center for Social Concerns, Romance Languages and Literatures, Institute for Latino Studies, Campus Ministry, St. Adalbert's Catholic Church. Total participation (210+).

- Co-organizer of [Guayasamin Art In Motion](#) project with Tatiana Botero, Elena Mangione-Lora and Andrea Topash-Rios. I was the lead editor of the [lesson plans](#), [Art in Motion / Guayasamin's Ecuador Unframed](#) we published with contributions from K-12 instructors and ND faculty and staff.
- Organized visit of Dr. Annie Abbott 2014: public lecture, "Weaving Community Based Learning Throughout the Language Curriculum" and lunch with lecture by invitation: "Making Visible the Work of Community Based Learning: A Case Study".
- Wrote successful nominations for Marisel Moreno for the 2011 Governor's Award for Service Learning for her and her students' work with La Casa de Amistad and for La Casa de Amistad for the 2013 Indiana Campus Compact Outstanding Community Partner Award— both are competitive, prestigious, state level awards.
- 2012 Provost's Initiative on Engaging the Community. Workshops for parents and youth around college access and parent support of their children's learning. Main event collaborated with area institutions of higher education - Saint Mary's College, Holy Cross College, IUSB, Goshen College, and Ivy Tech.

University and Professional Citizen

(selected activities)

Annually write 20-30 letters of recommendation

(medical and law school, Fulbright, other scholarships and post-grad programs, study abroad, SLA and ISC programs, etc.)

Chair, Spanish CEL joint committee with ROLL and CSC, 2010-2023

TPAC Promotions and Renewals committee 2021-2023

Member of Committee for the Study of Romance Languages and Cultures, 2010-2014

Member of ND Learning TPAC Committee for Promotions and Renewals by invitation of Ron Metoyer (one case of promotion, one of renewal, 2023)

External reviewer of promotion packets to Senior Lecturer for Indiana University Departments of World Language Studies:

Indiana University Bloomington - Israel Herrera (2020) and Heather Jones (2021) - IUSB

Multi-Language Reading Club 2019 - present. Co-organizer with Noriko Hanabusa, main point person for Spanish (meets 3-4x per semester)

Community Engagement Faculty Institute - Center for Social Concerns, 2012-2018 actively recruited 25 attendees (ROLL, CSLC, community partners) to participate: assisted with some of planning. Invited presentations 5+ times covering Community-Based Research and Learning projects.

Parroquin, R. (15 December 2021). Motivational, informational talk with parents at Holy Cross School Parent Literacy Night. (invited)

Parroquin, R. (11 April 2019). “How to Hook your Child with a Good Book / Como interesar a sus hijos a leer libros Buenos” Holy Cross School Parent Literacy Night. (invited)

Awards, Recognitions

[Ursula Williams Fellowship](#), Fall 2022

Indiana Chapter of the American Association of Teachers of Spanish and Portuguese (IN-AATSP) 2015 Indiana Teacher of the Year, both the University Category and All Levels (two separate awards)

Indiana Foreign Language Teachers (IFLTA) 2015 Teacher of the Year: University Category (all languages), and Indiana Foreign Language Teacher of the Year - (all levels and all languages); (two separate awards)

The Central States Conference on the Teaching of Foreign Languages (CSCTFL) Indiana - Candidate for Teacher of the Year 2016.

Grants

2024 Institute for Social Concerns grant **\$675** to cover course expenses for student writing project in ROSP 30051, Once Upon a Time: Children’s Literature and Community Connections.

2024 Raclin Murphy Course Development Grant, **\$3,000** for fall revamp of Once Upon a Time: Children’s Literature and Community Connections to include Duncan Tonatiuh’s work and visit.

2024 Acquired funding to support spring exchange semester with Puebla; funds used to cover living expenses and stipend for UPAEP visiting professor Ale Lechuga Musalem:

Notre Dame Global, **\$5,000**; Institute for Latino Studies, **\$2,000**; Spanish CEL, **\$1,000**; Center for the Study of Languages and Cultures **\$600**

2018 ISLA funding for travel to international conference, AATSP Salamanca Spain

2017 Teaching Beyond the Classroom Grant:

\$1500 Week long visit for Maribel Parroquin to present on the Virgin of Guadalupe on campus and in the community and meet with faculty across various departments (Seminary, Theology, Latino Studies, Romance Languages, Snite Museum, Campus Ministry)

2012 Provost’s Initiative on Engaging the Community: **\$3400** Grant for Latino Task Force for Education’s Preparing Your Child for College initiative in collaboration with Spanish Community-Engaged Learning

2002-2008

While at Valparaiso University, various professional awards and grants from VU’s Committee to Enhance Learning and Teaching (VU-CELT) for travel to Costa Rica, Nicaragua, and Mexico (2 separate grants) and tuition grants for Ed.D. studies at Loyola (3 grants); additional grants from VU Alumni Association for

Faculty Development (2 grants), and a Lilly Vocations Grant to develop a new course - Spanish for Service Professions. Also received external grant from P.E.O. sorority underwriting professional development course in Mexico. \$4,000 additional funding provided by the Dean of Arts and Sciences (2x) and the Provost (1x) in support of doctoral work at Loyola. Total ten grants received over seven of ten years at VU: \$20,300.