



INSTITUTE FOR
**FACULTY
EXCELLENCE**
TEXAS TECH UNIVERSITY

Cohort Graduation 2023-2024

**Wednesday, May 1st
2:00 - 3:00 PM
TLPDC 151**

Ceremony



Welcome

Suzanne Tapp

*Assistant Vice Provost for Faculty Success
Managing Director of the Teaching, Learning, &
Professional Development Center*

Remarks

Genevieve Durham DeCesaro

Vice Provost for Faculty Success

Recognition of Cohort Members

Dr. Lisa Garner Santa

Director of the Institute for Faculty Excellence

Closing Remarks

Dr. Lisa Garner Santa

Please join us in the lobby for a reception.

2023-2024 Cohort



Dr. Modhurima Dey Amin

*Assistant Professor in Agricultural and Applied Economics
Davis College of Agricultural Sciences & Natural Resources*

Dr. Modhurima Dey Amin is an Assistant Professor in the Department of Agricultural and Applied Economics. Her research program focuses on econometric and statistical modeling, applied machine learning in food and agricultural markets, energy, and industrial organization. In addition, she is actively involved in teaching courses on Agribusiness Analytics, Finance, and Statistics.

Exploring the Market Potential of US Sorghum as Animal Feed in Mexico: A Producer-Level Analysis

This study examines the potential of US sorghum as an alternative in the Mexican animal feed market by assessing Mexican animal producers' Willingness to Pay (WTP). Utilizing a mixed-methods approach, it combines face-to-face interviews and an online survey employing a double-bounded dichotomous framework to determine WTP. The quantitative analysis underscores age and previous sorghum usage as key determinants of WTP, while interviews with industry stakeholders reveal varying perspectives on sorghum's value, price uncertainties, and the lack of governmental support. The findings suggest about 6% premium WTP for sorghum feed among Mexican producers, considering price sensitivity, regional differences, and demographic factors as influential. This research offers comprehensive insights into US sorghum's market feasibility, suggesting policy and logistical improvements to facilitate US sorghum's integration into Mexico's animal feed market.



Dr. Cristian R. Aquino-Sterling

*Associate Professor of Bilingual Education
College of Education*

Cristian R. Aquino-Sterling is associate professor in the College of Education at Texas Tech University. His newly expanded line of inquiry draws on philosophical and comparative-international methodologies to develop impactful innovations in bi-multilingual education research, theory, and practices for 21st century global schools and societies.

ICBERG: Advancing Bi-Multilingual Education Through International and Comparative Research, Professional Development, and Advocacy

Although bi-multilingual education continues to gain momentum as a field of research, practice, and advocacy worldwide, it needs a concerted strategy to advance its systematic internationalization. To this end, Dr. Cristian Aquino-Sterling (Texas Tech University, USA), Dr. Antonieta Megale (Universidade Federal de São Paulo, Brazil), and Dr. María Luisa Pérez Cañado (Universidad de Jaén, Spain) have formed a transnational partnership to co-found and co-direct the International and Comparative Bi-Multilingual Education Research Group (ICBERG). ICBERG will serve as a driving force for generating impactful research, professional development, and advocacy innovations through transnational partnerships, a peer-reviewed journal, and a podcast dedicated to realizing ICBERG's mission and vision. In Spring 2024, ICBERG launched its first research project, a special issue of *Bilingual Review/Revista Bilingüe* titled "Bilingual Education Around the World: Advancing the International and Comparative Dialogue." ICBERG is aligned with United Nations' Transforming our World: The 2030 Agenda for Sustainable Development (Goal 4: Quality Education) and TTU's international strategic priorities outlined in A Path To 2025 Strategic Plan. ICBERG comprises an interdisciplinary Board of Advisors and a team of scholar-members representing ten countries and four continents. TTU International doctoral students in Curriculum & Instruction—Ufomanefe Kayode (Nigeria) and Samuel Owinyi (Kenya)—collaborate as ICBERG's inaugural doctoral research assistants. ICBERG's Web design is under the direction of dedicated TTU students: Daksh Ashra (Sophomore, Computer Science), Masoud Askarnia (Doctoral Student and Instructor, Instructional Technology), and Gargi Pathak (Junior, Computer Science). Dr. Rodolfo Mata, a linguist at Western Washington University, will provide support as Web Editor.



Toby J. Brooks, Ph.D.

*Assistant Dean of Faculty Success,
Professor and Program Director of Athletic Training
TTUHSC School of Health Professions*

Toby Brooks is a dreamer, a learner, and a doer. He is an Assistant Dean, Professor, and Program Director at TTUHSC in Lubbock. In addition to his work in higher education, his show *Becoming UnDone* is a global Top 10 podcast and features high achievers from all over the globe.

Building Your Brand in Higher Education: Your Guide to Identity, Websites, Podcasting, and More

Development Session provided at the TLPDC, Thursday, March 7, 12-:50pm, TLPDC 153. This session presented the fundamentals of establishing and building a personal brand and messaging that works in concert with teaching, research, and service in higher education. Participants discussed options for creating professional identity assets and options and engaged in brief “how-to” for expanding influence through websites and social media outlets, as well as guesting on and hosting podcasts, and more.



Dr. Cameron C. Brown

*Assistant Professor in Couple, Marriage, and Family Therapy
College of Human Sciences*

As an assistant professor in Couple, Marriage, and Family Therapy, Dr. Brown focuses his research on the intersections of physical, mental, and social health while also training the next generation of clinicians, educators, and researchers. He is also a licensed marriage and family therapist at Desert Sky Family Therapy.

Strength Based Instruction: A Reflection and Magnification of Strengths for Early Professional Instructors

CARS 2300: Communication, Civility, and Ethics, a core course in communication, serves upwards of 1,000 undergraduate students across approximately 45 sections each semester. This course is independently taught by 15 doctoral level instructors housed within the Community, Family, and Addiction Sciences department. With nearly all of these instructors having never taught a collegiate level course, there is significant trepidation, anxiety, and imposter system that is experienced as they transition into this role. To promote self-reflection and confidence within this new instructor role, the course coordinator of CARS 2300, Dr. Cam Brown, developed an exercise that each of the instructors will complete prior to their first semester of instruction. This exercise will prompt each instructor to complete the StrengthsQuest assessment and then respond to several prompts that stimulate potential application and magnification of strengths within the classroom. Additionally, in this exercise, each instructor will reflect upon previous collegiate experiences and explore how they may apply them in their development of their pedagogical approach. The instructors' responses will be shared and discussed in a later training session prior to the start of the semester.



Dr. Ioana A. Coman

*Associate Professor of Public Relations and Strategic
Communication Management
College of Media & Communication*

Ioana A. Coman, Ph.D., is an Associate Professor in the College of Media and Communication, Department of Public Relations & Strategic Communication Management. She is the co-editor of two international Routledge books on crisis and risk communication during the pandemic, and a Page/Johnson Legacy Scholar (2019, 2020, 2021, 2022).

Developing Leadership Roles as a Graduate Student/Early Career Faculty

This project aims to serve as a source of inspiration and a guide for graduate students and early career faculty. It covers different topics and tips for taking leadership roles while in grad school or during the first years as new faculty member.



Dr. Megan Condis

*Assistant Professor of Communication Studies
College of Media & Communication*

Dr. Megan Condis studies how gender identity manifests in online gaming culture. Her book, *Gaming Masculinity: Trolls, Geeks, and the Gendered Battle for Online Culture*, was published by the University of Iowa Press in 2018.

Building a Playtesting Cohort: A Revised Game Design Syllabus

After participating in this year's Institute for Faculty Excellence, I took away ideas that will help me run production-oriented Creative Media Industry courses. In these courses, students are asked to be vulnerable as they share their work in various stages of completeness, and they need to learn how to give and receive feedback in a productive, constructive way. Therefore, I focused my syllabus revision on adding activities I learned about in the IFE that are oriented around non-violent communication, radical listening, fostering investment in the cohort, and facilitating teamwork by orienting students around strengths. I will begin the semester by having students submit suggestions for a Cohort Agreement to govern our classroom. We will refer to this agreement regularly when working on in-class projects, playtesting game projects, and completing group work. Playtesting is an important part of game design, and I've noticed that students often have trouble truly listening to player feedback. Therefore, I want to begin our first playtesting session with a Radical Listening practice activity much like the one we practiced in our non-violent communication workshop. We also want to practice listening to the emotion underlying a particular complaint. The video game industry is a collaborative one in which working together in groups, with each group member contributing their technical and interpersonal skills to the project, is expected. To that end, my game design courses always end with a group project. I would like each of my students to take a Strengths assessment and make an action plan about how their groups will tackle the project based on those strengths.



Will Crescioni, Ph.D.

*Lecturer, Director of Undergraduate and Online Studies
Department of Psychological Sciences
College of Arts & Sciences*

Will Crescioni is Lecturer and Director of Undergraduate and Online Studies for the Department of Psychological Sciences. He received his B.S. in psychology and philosophy from Louisiana State University in 2007 and his PhD in social psychology from Florida State University in 2012. Prior to joining Texas Tech, he was a professor of psychology at South Plains College.

Assessing Career Readiness of Psychology Majors at Texas Tech

Although assessment data from AY 2022 – 2023 show that 42.5% of psychology majors at Texas Tech plan to attend graduate school in psychology, only 14% of psychology majors go on to earn graduate degrees in the field (Conroy, Christidis, Fleischmann, & Lin, 2019). And although most careers in the field of psychology require at least a master's degree, 22.2% of psychology majors indicated that they intend to apply for “psychology related jobs” immediately upon graduating with their bachelor's degree. One potential reason for these disconnects is that majors may have incomplete or inaccurate knowledge of the requirements of careers or graduate study in psychology. The present project assesses students' knowledge of these requirements, as well as their level of preparedness for applying to graduate school.



Joaquin U. Gonzales, Ph.D.

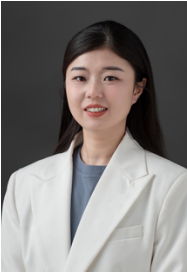
Associate Professor in Kinesiology

College of Arts & Sciences

Dr. Joaquin Gonzales is an Associate Professor. His research investigates the influence of age, physical activity, and sleep on peripheral vascular function. He completed postdoctoral training at Penn State University and earned his Ph.D. degree from the University of Toledo. His area of expertise and teaching is in exercise physiology.

Influence of Sleep on Cognitive Function

On October 17, 2023, Dr. Joaquin Gonzales from the Department of Kinesiology and Sport Management gave a scientific lecture titled, “The Influence of Sleep on Cognitive Function”. This SoTL Research Presentation was given to an audience comprised of members of the Institute of Faculty Excellence, the Teaching, Learning & Professional Development Center, and the Texas Tech community. Dr. Gonzales shed light on how brain waste removal occurs during different stages of sleep and how sleep can have a significant effect on brain activation patterns during cognitive tasks. The audience was left with scientifically backed tips on how to modify sleep in their daily lives for optimal health.



Dr. Jing Li

*Assistant Professor in Hospitality and Retail Management
College of Human Sciences*

Dr. Li is an Assistant Professor in the Department of Hospitality and Retail Management. Jing received her Ph.D. in Hospitality Management from University of South Carolina. Her research interests lie primarily in service marketing and management, with a focus on customer experience in the tourism and hospitality industry.

Publication Submission Support Agreement

This Publication Submission Support Agreement outlines the expectations and commitments between a Graduate Student and their academic advisor during the research journey. This agreement aims to streamline communication, ensure timely submission of manuscripts, and provide constructive feedback to enhance the quality of research output. By outlining specific responsibilities and deadlines, the agreement helps build a collaborative and productive relationship between the student and advisor. It not only protects junior faculty members but also advancing students research progress.



Sean M. Mitchell, Ph.D.

Assistant Professor

Department of Psychological Sciences

College of Arts & Sciences

Dr. Sean Mitchell earned his Ph.D. in Clinical Psychology from Texas Tech University (TTU). He completed his postdoctoral fellowship at the University of Rochester Medical Center. In 2019, Dr. Mitchell joined the TTU Department of Psychological Sciences as an Assistant Professor. His research focuses on suicide risk and prevention.

Understanding and reducing suicide ideation non-disclosure and suicide stigma in research and interventions

Dr. Mitchell submitted a proposal to the National Institutes of Health (NIH) Division of Loan Repayment. Suicide rates continue to rise, signifying a public health crisis. The underreporting of suicide ideation, suicide stigma, reliance on suicide ideation self-report assessments, and lack of tailored and scalable interventions significantly impede suicide prevention. Dr. Mitchell aims to refine our understanding of the underreporting of suicidal processes and suicide stigma to inform its impact on suicide research findings and implications for clinical care and evaluation. In Study 1, he will test the impact of research procedures on participants' decisions to report suicide ideation and stigma in an online study of adults with elevated depression. In Study 2, he will test Study 1's generalizability and reproducibility in an in-person, in-laboratory (rather than online) study of adults with elevated depression. In Study 3, as part of his NIH-funded R15 project, he will test the feasibility, acceptability, and preliminary indicators of efficacy for an adapted suicide risk intervention among aging adult informal caregivers of individuals with Alzheimer's Disease or Dementia. He will assess both direct (directly self-reported) and indirect (not directly self-reported) indicators of suicide ideation. He will also collect inflammation biomarkers and heart rate variability data as indirect suicide risk assessments. By targeting high-risk populations and understanding the drivers and impacts of underreporting suicide ideation, Dr. Mitchell's work is designed to have the maximum public health impact by informing suicide research practices and clinical care.



Derek K. Oler, CPA, Ph.D.

Jerry S. Rawls Professor of Accounting

Rawls College of Business

Derek was born and raised in Alberta, Canada, and received a PhD from Cornell University in 2004. Derek is a Chartered Professional Accountant (CPA, Canada)), and also holds a CPA designation in the US (Illinois). His work includes research on stock returns and fundamental performance and financial statement manipulation.

Maintaining Academic Rigor Post-COVID

Academic programs and teachers have experienced ongoing pressure to decrease rigor and inflate grades. COVID accelerated this trend. Many teachers feel pressure to reduce the rigor of their courses to support student "success." A decline in course rigor is a problem because it results in incomparable grades over time and unprepared students (that is, an "A" student today is often less prepared than a "B" student several years ago). I discuss various current pressures to make courses "easier" (for example, dropping enrollments, higher student evaluations, etc.), how reduction in rigor can harm students (for example, students with a GPA above 3 can be accepted into master's programs but later struggle because they don't have the educational background that their high GPA implies), and how to retain rigor in the classroom through accessible content, clear expectations, and connection with student need. I hope to add a survey of faculty from multiple universities to show how pervasive the problem is and how different schools have responded. Ultimately, I hope to publish this paper as co-authored work in the top accounting education journal, *Issues in Accounting Education*.



Dr. Matthew S. Olson

Professor in Biological Sciences

College of Arts & Sciences

I'm a professor in Biological Sciences specializing in plant diversity, ecology and evolution. Our lab conducts research using a combination of laboratory, field, and computational studies. We primarily focus on questions regarding genome evolution, understanding how native plants breed and mate, evolutionary adaptation to climate change, and invasive species biology.

Collaborative Research: Influence of sex chromosomes and herbivore defense chemistry on gene flow in *Salix* hybrid zones

In this project, we are exploring how certain factors influence the genetic mixing of different willow tree species. Specifically, we are looking at two big influencers: sex chromosomes (like the X and Y chromosomes in humans, but for trees) and the trees' chemical defenses against insects and other herbivores. In many animals, sex chromosomes can prevent different species from mixing too much, but it's not clear if this works the same way in plants. Additionally, the way trees chemically defend themselves might either encourage or block their ability to mix with other tree species. This is especially interesting because these chemical defenses sometimes differ between male and female trees. We are planning to study willow trees in areas where different species overlap, using a variety of methods including field surveys, lab experiments, and genetic sequencing. This research is important because understanding these mechanisms in trees can help us grasp how species evolve over time and how they adapt to their environments. Besides contributing to science, this project will also help train new scientists. It will support students at the undergraduate and graduate levels, providing them with valuable research experience. This includes special programs aimed at introducing students to bioinformatics (using computers to study biology) and offering research opportunities to students from diverse backgrounds. Overall, this project will not only shed light on the intricate details of plant evolution but also foster education and diversity in the scientific community.



Paul W Paré, Ph.D.

*Professor of Chemistry
College of Arts & Sciences*

Plants are the primary food source for a growing world population and plants as well as microbes provide the building blocks for most pharmaceuticals. My lab group of undergraduate and graduate students focuses on [i] the chemical characterization of marine and plant natural products as well as how such metabolites function in a medical context and [ii] chemical signaling of beneficial soil microbes in inducing plant growth as well as down-stream responses. I enjoy cultivating teaching excellence through training workshops, innovative pedagogy and student feedback.

Engaging Non-Majors via Relevant Special Topics in Organic Chemistry

To engage non-majors in organic chemistry, special topic lectures have been prepared and added to the course, Principles of Organic Chemistry (CHEM 2303). Topics covered included Acid/Base Chemistry in Pharmaceuticals - From Cocaine to Dental Anesthetics and Chirality and Biological Activity. The thirty-minute supplementary lectures contain a series of slides and discussion questions and/or a demonstration. The lectures presented in Fall 2023 were received with excitement during and after the presentation.



Dr. Narissra M. Punyanunt-Carter

Professor of Communication Studies

College of Media & Communication

Narissra Maria Punyanunt-Carter is a full professor in the department of communication studies. She is co-author of *Interpersonal Communication: A Mindful Approach to Relationships* and co-editors of *Communication Begins with Children: A Lifespan Communication Sourcebook* and *The Impact of Social Media in Modern Romantic Relationships*.

Revision of the TTU Ethics Statement

Over the span of numerous years, Texas Tech University has quietly upheld an ethics statement that has largely escaped the notice of its community. In light of this realization, the task at hand is to propose a revised version of this statement and to present it to the faculty senate for their consideration and potential implementation. This initiative holds significant importance, particularly in refining the language pertaining to ethical conduct in teaching, research, and service within our academic environment.



Trent Seltzer, Ph.D.

*Associate Professor of Public Relations
College of Media & Communication*

Dr. Seltzer has been at TTU since 2007. He studies strategic communication in political and health contexts and teaches integrated campaign courses. He served six years as the chair of the Department of Public Relations and four years as the assistant dean for graduate studies in the College of Media & Communication.

***Proposal for Department of Public Relations & Strategic Communication Management
Junior Faculty Mentorship Program***

In consulting with the department chair, a need was identified for a junior faculty mentorship program. Historically, the department has been heavily weighted toward junior faculty members, and many senior faculty members have heavy administrative commitments. In response, this proposal has been developed for faculty review and implementation next fall. The program is designed to be implemented during a full academic year and includes a mix of face-to-face meetings between junior faculty and senior faculty mentors as well as Blackboard-based modules and resources. All content will be tailored to the department and our discipline. Topics/modules: 1. Welcome: Department history; mission and goals; strategic plan; introduction to faculty, staff, and graduate students in PRSC. 2. Expectations & Development: Creating yearly goals for teaching, research, and service; discussion of annual review, third-year review, and tenure and promotion processes. 3. PRSC's Perspective on "Public Relations." 4. Our Students: Key demographics, advice for engaging majors, etc. 5. Resources: Advice and tools for teaching each PR course in the curriculum. 6. Graduate Program Involvement: Opportunities for engaging with graduate students within and outside the classroom. 7. Navigating Faculty Success/Digital Measures. 8. Developing a mentorship network in Public Relations. 9. Logistical Issues: Book orders, OPs, workload reports. 10. Assessment: Departmental procedures for assessing and reporting achievement of student learning outcomes. 11. University & Community Resources.



Dr. Kaveh Sheikhrezaei

*Lecturer of Industrial, Manufacturing & Systems Engineering
Edward E. Whitacre Jr. College of Engineering*

Dr. Sheikhrezaei, a lecturer at Texas Tech University's Department of Industrial, Manufacturing, and Systems Engineering, pioneers research across Industrial Engineering, Psychology, and Management. Renowned for his Human Factors Engineering advancements, he actively leads professional organizations like IISE, HFES, and AHFE, blending research with teaching to inspire transformative learning experiences.

Enhancing Learning Through Interactive Modules: A Guide to Engineering Economic Analysis

The document provides a thorough guide to integrating interactive modules in engineering economic analysis courses, emphasizing their ability to engage students, enhance understanding, and promote problem-solving skills. It highlights the importance of continuous assessment and feedback for refining module effectiveness over time, enabling instructors to tailor materials to meet student needs and optimize learning outcomes. Overall, the guide advocates for a dynamic and iterative approach to instruction, fostering a culture of innovation and excellence in engineering education.



Dr. Adam W. Smith

*Associate Professor of Chemistry and Biochemistry
College of Arts & Sciences*

Adam W. Smith earned an honors B.S. degree, cum laude from the University of Utah and a PhD from MIT. He was a professor at the University of Akron from 2012-2022 and then moved to Texas Tech University where he is currently an Associate Professor of Chemistry and Biochemistry.

A review article on recent applications of fluorescence correlation spectroscopy in live cells

I have been a research active faculty member for twelve years now, and recognized a need to author review articles in my field more often. Encouraged by my participation in the Institute for Faculty Excellence, I wrote an original article summarizing an experimental technique that I have contributed to (fluorescence correlation spectroscopy, FCS) and the domain in which it is frequently used (live cell measurements). As a time-domain analogue of fluorescence imaging, FCS offers valuable insights into molecular dynamics, interactions, and concentrations within living cells. The primary insight generated by FCS is molecular mobility and concentration, which makes it useful for investigating molecular-scale details without the need for enrichment or separation. A specific strength of FCS is the ability to probe protein-protein interactions in live cells and several recent applications in this area are summarized. FCS is also used to investigate plasma membrane protein organization, with many applications to cell surface receptors and the mechanisms of drug binding. Finally, FCS is undergoing continual methodological innovations, such as imaging FCS, PIE-FCCS, STED-FCS, three-color FCS, and massively parallel FCS, which extend the capabilities to investigate molecular dynamics at different spatial and temporal scales. These innovations enable detailed examinations of cellular processes, including cellular transport and the spatial organization of membrane proteins. This work is now submitted and in review at a well-cited journal: *Current Opinion in Chemical Biology* (Impact Factor 7.8).



Eric Stoklossa

Associate Professor of Voice

Talkington College of Visual and Performing Arts

Eric Stoklossa, a renowned tenor from Dresden, Germany, has made a significant impact on the international opera and concert scene. With performances at leading opera houses, music festivals, and concert halls worldwide, Stoklossa has collaborated with esteemed conductors and delivered captivating solo concerts. His repertoire spans from operatic roles to oratorio performances, including notable works by Bach, Haydn, and Dvořák. Currently, Stoklossa holds a professorship at Texas Tech University, where he teaches voice and promotes German Lied and Bach's music.

In Tune: Breath Fundamentals for Vocal Health and Authenticity

This workshop, titled "In Tune: Breath Fundamentals for Vocal Health and Authenticity," is designed to provide medical students and staff with a comprehensive understanding of the science and art of breath as it relates to vocal production, health, and authentic self-expression. However, the content and exercises covered are applicable to any professionals who rely on their voices for work. The workshop introduces the crucial role of breath in vocal production, health, and stress management, and explores the anatomy of breathing. Participants will learn practical breath techniques, such as diaphragmatic breathing, rib expansion, and breath support, which contribute to vocal power and endurance. Vocal health is a key focus, with discussions on hydration, vocal care, and tips for avoiding vocal strain. Participants will also explore authenticity in voice, learning to embrace their unique vocal qualities and understand how breath influences emotional expression. Throughout the workshop, participants will engage in exercises and discussions designed to foster a deeper connection to their breath and inspire authentic self-expression. The workshop concludes with a Q&A session, allowing participants to seek practical solutions to their specific concerns. By the end of the workshop, medical students, staff, and other professionals who use their voices for work will be equipped with valuable tools and knowledge to maintain vocal well-being and express themselves with greater confidence.



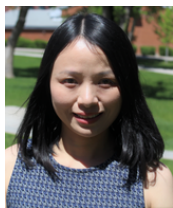
Dr. Elissa Zellinger

*Associate Professor of English
College of Arts & Sciences*

Elissa Zellinger is Associate Professor and Associate Chair of English, working on poetry, poetics, and nineteenth century US culture. She is currently working on a second book about public poetry, US monuments, and the discourse of professionalism to explore the racialized rationale underpinning memorialization in the United States.

“A Monument Invisible”: Civil War Memorials and Late Nineteenth Century African American Poetry

“A Monument Invisible’: Civil War Memorials and Late Nineteenth Century African American Poetry” examines poems written by Black authors about Civil War monuments erected in the late nineteenth-century United States. While scholars have extensively discussed the racist and racialized imagery of these physical monuments, considerably less attention has been paid to their supporting literature—the dedication programs, speeches, letters of support and, crucially, occasional poems surrounding their unveiling. In this talk, I focus on commemorative poems by H. Cordelia Ray and Paul Laurence Dunbar as endeavors to correct the institutional forms of racism encoded within two separate monuments to Abraham Lincoln and Robert Gould Shaw, respectively. By deploying the textual to disrupt the visual, these writers attempted to tell a better version of US history than the monuments themselves.



Dr. Meixiu Zhang

Assistant Professor of Applied Linguistics

Department of Classical and Modern Languages and Literatures

College of Arts & Sciences

Dr. Meixiu Zhang is Assistant Professor of Applied Linguistics in the Department of Classical and Modern Languages and Literatures at TTU. Dr. Zhang's main research areas include Corpus Linguistics, Second Language Writing, and Second Language Pedagogy. Her work frequently occurs in leading journals in applied linguistics. Dr. Zhang also directs the Japanese and Korean programs at TTU.

How to Make Scholarly Work Accessible: A Linguistic Perspective

While it often has crucial implications for various real-world issues, scholarly work has difficulty reaching the wider public due to low readability and limited accessibility. We hope you can join us to learn more on Tuesday, March 5th 2024 for How to Make Scholarly Work Accessible: A Linguistic Perspective. This talk by Dr. Meixiu Zhang is part of IFE SoTL Faculty Research Series at Texas Tech University. The talk reports on a research project exploring how applied linguists have reshaped the descriptions of their research in order to reach a wide range of non-specialist stakeholders. The findings provide valuable insights into what linguistic devices scholars can use to present their research in a more accessible manner.

Gratitude



The 2023-2024 IFE Director and Faculty Fellows would like to express our sincere gratitude to the following Texas Tech University administrators and staff members for their generous support.

Dr. Lawrence Schovanec, President

Dr. Ron Hendrick, Provost and Senior Vice President

Genevieve Durham DeCesaro,
Vice Provost for Faculty Success

Suzanne Tapp, Assistant Vice Provost for Faculty Success and
Managing Director, TLPDC

Dr. Alec Cattell, Associate Director, TLPDC

Dr. Barbie Chambers, Director of the Faculty Mentorship
Academy, Associate Professor of Practice,
College of Media & Communication

Dr. Ken Griffith, Associate Director, TLPDC

Mitzi Ziegner, Associate Director, TLPDC

Trisha Pettiet, Program Coordinator, TLPDC

Kerri Pike, Assistant Director, TLPDC

Molly Jacobs, Administrative Coordinator, TLPDC

Dr. Jennifer Burns, Chair and Professor,
Department of Biological Sciences

Dr. Martin Camacho, Dean,
J.T. & Margaret Talkington College of Visual and Performing Arts

Dr. Tim Dodd, Dean, College of Human Sciences

Dr. Tosha Dupras, Dean, College of Arts & Sciences

Dr. Roland Faller, Dean,
Edward E. Whitacre Jr. College of Engineering

Dr. Michael J. Faris, Associate Professor &
Acting Associate Chair, Department of English

Dr. Mark A. Gring, Associate Professor & Department
Chairperson, Communication Studies,
College of Media & Communication

Dr. Phil Johnson, Professor, Chairman and Charles Thompson
Chair, Department of Agricultural and Applied Economics

Dr. Keith S. Jones, Professor; Department Chair, Experimental
(Human Factors), Psychological Sciences

Dr. Robert Paul Jones, Chairperson/Associate Professor,
Hospitality and Retail Management, College of Human Sciences

Dr. Jeong-Hee Kim, Professor, Department Chair, Curriculum &
Instruction, College of Education

Dr. Amy Koerber, Professor & Associate Dean for Administration
& Finance,
College of Media & Communication

Dr. Clint Krehbiel, Dean, Davis College of Agricultural Sciences &
Natural Resources

Dr. Angela Lumpkin, Professor & Department Chair, Sports
Management, Department of Kinesiology & Sport Management

Dr. Randy Mcbee, Professor and Senior Associate Dean,
College of Arts & Sciences

Dr. Bryan A. Norman, Professor and Department Chair,
IMSE Undergraduate Advisor,
Industrial, Manufacturing & Systems Engineering

Dr. Dimitri Pappas, Professor and Department Chair,
Department of Chemistry and Biochemistry

Dr. Carmen Pereira-Muro, Professor,
Classical & Modern Languages & Literatures

Dr. Jesse Perez Mendez, Dean, College of Education

Dr. Eric E. Rasmussen, Professor & Chair,
Public Relations & Strategic Communication Management,
College of Media & Communication

Dr. Doug Smith, Chairperson, Associate Professor,
Community, Family, and Addiction Sciences,
College of Human Sciences

Robert Stewart, Professor & Interim Dean,
College of Media & Communication

Dr. Ivy Walz, Associate Dean for Faculty,
Research, Creativity & Outreach,
J.T. & Margaret Talkington College of Visual & Performing Arts

Dr. Margaret L. Williams, Dean & Professor of Management,
Rawls College of Business



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