

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

When the pedestrian signal lit up and the mechanical voice said “walk,” the graduate student, heart racing, nervously stepped into the crosswalk at the intersection of Broadway and University. They had their headphones in and the volume way up to Olivia Rodrigo’s “[good 4 u](#).” Upon reaching the middle of the crosswalk, they stopped and turned to face the many vehicles waiting at the intersection. Upon locking eyes with the driver directly in front of them and Olivia hitting the first line of the chorus, the student began dancing with every fiber of their being and singing at the top of their lungs: “Good for you, you look happy and healthy, not me, if you ever cared to ask...” They continued singing and dancing until the chorus completed, then turned back to the crosswalk, head held high, and confidently walked to the sidewalk to the sounds of vehicles joyfully hitting their horns and cheers of their classroom peers and instructor gleefully waiting on the sidewalk. Following this, each student stepped out into the crosswalk, singing and dancing just as the first, experiencing the same flood of hesitation, nervousness, and ultimately, confidence. This experiential activity highlighted the power of a specific cognitive behavioral technique called Shame Attacking. It was carried out in a course filled with mental health professionals in training and done in a way to not only teach the intervention, but to show and *experience* the intervention. This is one of many illustrations of the innovative, creative, experiential, and student-centered instruction that occurs within the CFAS Department.

Although the CFAS faculty body are comprised of a variety of differing practitioners, community leaders, and researchers, we rally around the same mission: enriching the communities we are a part of. This is done not only through direct impact on the community, but also training the next generation of helping professionals, scholars, leaders, researchers, instructors, and mentors who land in communities around the globe enriching where they are planted. This is across our one undergraduate program (BS: Counseling and Addiction Recovery

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

Sciences) and master's program (Couple, Marriage, and Family Therapy (CMFT)), as well as our two doctoral programs (CMFT and Addictive Disorders and Recovery Studies (ADRS)). As such, we are elated to apply for the 2022 Departmental Excellence in Teaching Award (DETA). In the following narrative and appendices, we will outline our department's role and mission as well as discuss the five criteria of the DETA including our commitment to improve our instruction, scholarly contributions on teaching, the various pedagogies we employ and their impact, quality of our four programs, and the proposed use of the award funds.

Role and Mission

The CFAS Department's mission is to "Enrich individuals, families, and communities." This will be done through preparing future therapists, researchers, teachers, supervisors, and community leaders through these eight core principles:

1. Promote sustained recovery and wellness for all individuals and families through a continuum of care.
2. Educate scientist-practitioners to facilitate therapeutic change in couples and families.
3. Produce meaningful scholarship that is accessible to a wide audience.
4. Develop authentic connections with students, colleagues, and community partners.
5. Encourage self-reflection, accountability, and growth.
6. Embrace diverse individuals and their communities.
7. Enhance teaching, research, and outreach through ongoing clinical practice.
8. Mentor emerging scholars and foster ongoing development of the science-practitioner model.

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

Criteria #1: Improvement of Teaching

With the our mission and core principles as a guide, the CFAS department is committed to a culture of development and growth with our teaching and mentoring. This is illustrated through our attendance of at least 86 teaching related workshops, trainings, and conferences in the past five years alone (see Appendix B, V). These trainings were attended both on and off campus spanning topics such as innovative instructor approaches to diverse topics, meeting the needs of students through COVID, technology use, and many more. This heart of improvement is held by all faculty with 13 of the 17 full-time instructors attending three or more over this span of time.

Beyond trainings, we seek and implement direct feedback from our student bodies across CFAS's four programs. This is done through a variety of structured mediums. Not only do each faculty member invite and carefully review teaching evaluations for each of their courses, but this feedback is also meticulously reviewed by department administrators and various committees annually. This feedback is then openly discussed with the department chair as a part of the annual faculty review process. Additionally, in each of the four programs, exit surveys are requested by every student where they can provide anonymous feedback about their experiences within the program and offer suggestions for improvement. At a minimum, these surveys are reviewed and discussed by each of the programs on an annual basis. The graduate programs within the department also have student representatives that, once a semester, gather feedback from the student body and then attend a faculty meeting to share their findings. This feedback is taken seriously as illustrated by the faculty group not only discussing it and finding ways to attend to it, but also by releasing a response to the student body where we respond point by point about how we will attend to and implement the feedback.

2022 Departmental Excellence in Teaching Award Application

Community, Family, and Addiction Sciences Department (CFAS)

This culture of growth and commitment is also fostered among the 16 graduate teaching assistants (GTA) that are presently employed within the department. At the beginning of each academic year, GTAs attend a 2-day training hosted by the department and course director for the course they are a part of. Within this training subjects such as course content, managing Blackboard, grading procedures, empowering students, and resolving student concerns is covered. The support for these GTAs does not stop there. Course directors have each independently developed and utilized a communication medium (eg. Microsoft Teams) to regularly check in with GTAs, offer reminders of upcoming deadlines, and host conversations about what is working in the classrooms they lead. Further, GTAs are required to have their instruction evaluated by the course director at least once as a part of their qualifying examination. Lastly, at the conclusion of each semester course directors review teaching evaluations of each of their GTAs and provide feedback, where needed, for the GTA to continue to grow and develop.

Criteria #2: Scholarly Contributions on Teaching

Not only does the CFAS department promote the learning of innovative and effective pedagogies through workshops, trainings, and conferences, but also actively contribute to the body of teaching literature. To date, faculty have authored one book that discusses best training practices of helping professionals titled, *Helping Skills: Basic Techniques for the Active and Engaged Helper*, which is presently in press with Cognella Publishing Company. Further, faculty have authored one chapter on teaching theory in their field's premiere handbook for marriage and family therapists titled, *The Handbook of Systemic Family Therapy*, published with John Wiley & Sons.

2022 Departmental Excellence in Teaching Award Application

Community, Family, and Addiction Sciences Department (CFAS)

Beyond books and book chapters, CFAS faculty actively contribute to scholarly teaching literature in academic, peer-reviewed spaces such as journals and conferences. To date, a total of 12 articles have been published specifically focused on teaching, learning, or training related subject matters. These articles can be found in notable journals such as the Journal of Marital and Family Therapy, Journal of Family Psychotherapy, Teaching Ethics, and Journal of Applied Research in Higher Education. CFAS faculty also contribute to scholarly discussions on teaching at prestigious academic conferences. To date, five peer-reviewed presentations have been offered at annual, national conferences of large organizations such as the American Association for Marriage and Family Therapy (AAMFT), National Council on Family Relations, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In March of 2023, one of our faculty will be a plenary speaker focusing on training the next generation of mental health professionals at the educator's summit of Texas' premiere organization for marriage and family therapists: Texas Association of Marriage and Family Therapy (TAMFT). Lastly, the CFAS faculty have led 10 campus presentations in conjunction with the TLPDC, Office of Planning and Assessment, TTUHSC, as well as other institutions such as Cisco College and Clarendon College. A list of all contributions can be found in Appendix B (IV).

Criteria #3: Variety of Teaching and Impact

The CFAS department has a wide variety of professionals with varying educational/training experiences and specialties as well as teaching approaches. At the undergraduate level, CARS instructors are almost entirely clinical practitioners (eg counselors) who teach theory, principles, and interventions through a lens of applied, real life examples. Additionally, internships are required of all undergraduate majors under the direct supervision of a supervisor (CARS 4314). These students intern within a variety of helping professions and

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

community organizations such as Open Door Lubbock, Women's Protective Services, and Casa of the South Plains among others. In these internships they apply classroom principles as they serve, and support historically underserved or struggling communities. Further, as a part of ADRS 4000, students can study addiction treatment and recovery in Central Europe for a semester as a part of a study abroad. This experiential learning opportunity gives an up-close look at how different cultures and communities treat and support those within the collegiate addiction community.

Undergraduate classes offered in CFAS are also being developed in a way that are more accessible by and applicable to a broader community. For example, CARS 2300: Communication, Civility, and Ethics, a core communication class taken by approximately 1,500 students per year, is presently being transitioned to a hybrid course. This three-credit hour course will consist of 1-hour of original recorded videos and then 2-hours of in-person classroom experiences per week, with the hope that this flexible format will improve student engagement and ease student burdens. Additionally, as textbooks are expensive, historically not inclusive of a wide array of voices, and in many cases not an effective way to learn, CARS 2300 is doing away with a textbook and replacing it with original content videos made by the instructor. These videos are interviews with experts in our West Texas community on all things communication, civility, and ethics. Those sharing their expertise about communication in these interviews include President Lawrence Schovanec; NPR, Lubbock Avalanche-Journal, Texas Tribune reporters; ASL instructors; Dr. Carol Sumner; Coaches Joey McGuire and Krista Gerlich; local mental health professionals; the voice of Texas Tech Geoff Haxton; and the owner of East Lubbock Art House, an organization dedicated to social justice; to name a few. These dynamic videos are significantly more engaging than textbook readings as well as inclusive of an array of

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

diverse, local voices. Lastly, in collaboration with eLearning, the undergraduate CARS major is presently developing an entirely online program to further expand accessibility of the content and experiences offered within the department to students around the globe.

Within CFAS's graduate programs, a similar applied and impactful approach is also taken. As both the MS and PhD programs in CMFT train future mental health professionals, we oversee two community clinics, The Family Therapy Clinic and The Children's Behavioral Health Clinic, that offer treatment of concerns such as depression, anxiety, suicidality, trauma, and relationship concerns. Per year, these clinics offer thousands of hours of treatment to individuals, couples, and families in the West Texas community. Those providing services in these spaces are students in our MS and PhD CMFT programs under direct supervision of the faculty body. This supervision is offered through a hands-on approach where they are directly observed providing therapy every week by the use of video recordings and two-way mirrors, all occurring within CMFT 6395: Practicum in Couple, Marriage, and Family Therapy course. Upon graduation, these clinicians in training will have a minimum of 500 face-to-face therapy hours with clients and hundreds of hours of supervision. These CMFT practicum experiences, paired with other classroom experiences that cover theory and interventions, set our students up for success with graduation rates consistently between 80-95% per cohort over the past five years. Further, approximately 90% of our MS and PhD student bodies get licensed to practice as a mental health therapist with 100% job placement rate over the past five years.

The faculty within CFAS also train and empower scholarly contributions among their student body within the classroom setting. Nearly every doctoral level course and many masters level courses require a form of an academic contribution project such as a scholarly manuscript that could be submitted for potential publication in a journal or a presentation at an academic

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

conference. Additionally, ADRS 700: Research in Addictive Disorders and Recovery Sciences, is in focused, experiential practicum entirely focused on manuscript development and production where the faculty role is to empower and guide student led publications. These classroom assignments and practicums are offered with an abundance of faculty support both in and beyond the semester. This approach has directly led to 28 peer reviewed journal publications, 28 peer reviewed academic conference presentations, and nine community presentations in the past five years alone; all of which are led by students with support from faculty.

Criteria #4: Quality of Programs

The CFAS department takes great pride in the quality of our four programs. Our ADRS PhD program is presently accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The CMFT MS and PhD programs are actively accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Additionally, faculty within the CFAS department have received or been recognized with a variety of teaching related awards with 19 from the College of Human Sciences, 29 campus wide, three state wide, two national, and one international resulting in a total of 54 awards/recognitions. Mean teaching evaluation scores among CFAS faculty are consistently above TTU's mean averaging a 4.6 across all three domains of objectives, instructor effectiveness, and experience in the classroom (see Appendix B, II). Further, student learning outcomes are consistently met across all four programs within the department (see Appendix B, VI). Students self-report how impactful and enjoyable our classrooms are through teaching evaluations (see a quote of each faculty in Appendix A) and four letters of support for this award written by students in each of our programs (see Appendix B, VII). Lastly, our undergraduate

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

credit hour enrollment as grown by nearly 11% over the past three years with our graduate programs growing by 10% over that same span.

Criteria #5: Proposed Used of Award

With the central mission of the CFAS department being to enrich the lives of individuals, families, and communities through empowering the next generation of professionals and people, the below proposed budget of award monies would greatly enhance our abilities to meet that mission.

Item	Cost	Rationale
Pscyhotherapy.net Master Therapist Video Collection Purchase.	\$8,000	This collection of 50 training videos consists of founding parents of counseling theories as well as master therapists showcasing interventions and approaches in the therapy room with actual clients. Access to this collection allows our undergraduate and graduate students to observe the application of the tools they learn in the classroom by those that developed the tools themselves. Feedback regularly offered by our student body suggests that they find these types of videos exceptionally helpful. However, our present collection is incomplete and dated (many videos are over 40 years old), thus limiting the helpfulness and applicability of them.
Support to immerse in and contribute to teaching literature at academic conferences.	\$6,000	To incentivize faculty to immerse in and contribute to teaching literature, \$1,000 in conference travel support will be given to six faculty who attend/present at a teaching conference or who are presenting a workshop/training about teaching/pedagogy at another type of academic conference.

2022 Departmental Excellence in Teaching Award Application
Community, Family, and Addiction Sciences Department (CFAS)

5 computers/screens in clinical intern office.	\$5,000	The intern space for our department's two therapy clinics is approximately ten computers which are used for clinical trainings, communication with clients, coordinating care with other medical professionals, electronic health record management, and supervision. Sadly, five of these computers are highly unreliable and some cases making them unusable. These would be replaced to assist in improved learning experiences of our clinical interns.
5 computers/screens in GTA office suite.	\$5,000	Similar to above, the office housing our GTAs have a number of computers that are exceptionally dated, near rendering them unusable. These would be replaced to ensure that GTAs can reliably and effectively communicate with students, teach online, create classroom videos, build lesson plans, grade assignments, take trainings, and manage electronic learning portals.
Single contribution to Raider Red's Community Pantry.	\$1,000	Historically, with costs of tuition/fees, books, housing, and other financial demands, many of our students and graduate teaching assistants have utilized Raider Red's Community Pantry. As it is nearly impossible to learn or teach if an individual is going without healthy nourishment or focusing on how they are going to put the next meal on the table, we see this as our responsibility to support such a necessary resource to our department and TTU community broadly.
Grand Total	\$25,000	

Appendix A

Data Reports (FY 2022):

Number of FTE faculty: 17

Number of graduate teaching assistants: 16

Number of undergraduate majors: 90

Total undergraduate enrollment (credit hours): 11,302

Number of graduate or professional majors: 72

Total graduate or professional enrollment (credit hours): 1,689

Teaching Faculty within Community, Family, and Addiction Sciences Department:

1. Heather Austin-Robillard, PhD, LMFT Assistant Professor of Practice

Teaching Evaluation Quote:

- As always, Dr. Robillard's course was my favorite of the semester. Her classes are informative, interesting, not overwhelming and always the most enjoyable in my schedule. I have only wonderful things to say about the instructor, the course load, the assignments/activities due, and the overall experience.

Teaching Related Awards/Recognition:

- Lawrence Schovanec Teaching Development Scholarship, Teaching Academy (2020)

2. Cameron C. Brown, PhD, LMFT-Associate Assistant Professor; Course Director CARS 2300: Communication, Civility, and Ethics

Teaching Evaluation Quote:

- This class was absolutely phenomenal! I cannot say enough good things about it. The instructor put such time and effort into the activities in class in order to demonstrate what was being taught. As a result of that attention to detail and investment I feel I truly will remember what was learned in this class and apply it to my own life. The class really needs to be taught again. It's amazing! This course was pivotal for me in my development as a therapist & as a person! Great experience, great professor.

Teaching Related Awards/Recognition:

- Professor of the Year, Texas Association for Marriage and Family Therapy (2022)
- TeMPO Participant, TTU TLPDC (2021)
- Raiders Who Rock, TTU Office of Transition & Engagement (2020)
- Hemphill-Wells New Professor Excellence in Teaching Award (2020)

3. George Comiskey, PhD, LCDC Associate Professor of Practice; Associate Director for External Relations Center for Collegiate Recovery Communities

Teaching Evaluation Quote:

- I personally was not the biggest fan of this course because I do not want to work in prevention. However, I really enjoyed Dr. Comiskey and his always encouraging us to learn something instead of just going through the motions. This class really kept inspiring me to put all my effort into it, it was really rewarding for me throughout the semester.

4. Jaclyn Pickens-Cravens, PhD, LMFT Associate Professor; CMFT MS Program Director

Teaching Evaluation Quote:

- This course should be mandatory! Wow! What a useful course and who would have known it would be so timely. Jaclyn is by far one of the most thoughtful professors. The

Appendix A

intention behind each course assignment is well-articulated and meaningful. Her quick feedback to papers and other assignments is noticed and appreciated. I enjoyed the structured use of class time: deliberate Tech Talks, Instructor-Led Discussion, and use of the clinic to practice tele-therapy. I am so glad I took this course and would strongly encourage and clinician in this program to do likewise.

Teaching Related Awards/Recognition:

- Hemphill-Wells New Professor Excellence in Teaching Award, Finalist (2017)
- TechSPY Favorite Teacher Award, TTU Athletic Advising (2017)

5. Carissa D’Aniello, PhD, LMFT *Assistant Professor; Course Director CARS 2360:*

Understanding Diversity

Teaching Evaluation Quote:

- Carissa is an incredible person, instructor, therapist, and professional. This was my favorite class of the semester. Carissa created a perfect blend of helpful lecture, space for class discussion, space for group work and activities, space for student presentations, etc. The class kept moving and kept everyone engaged. I felt a connection with Dr. D’Aniello’s teaching, her style, and pedagogy, all of it.

Teaching Related Awards/Recognition:

- UNLV Advisor of the Year Award (2018)

6. Stephen Fife, PhD, LMFT *Associate Professor; CMFT PhD Program Director*

Teaching Evaluation Quote:

- This course was really important for my therapy and for my life. I am very grateful I took this course.

Teaching Related Awards/Recognition:

- Kathleen Briggs Outstanding Mentor Award, National Council on Family Relations (2021)
- Raiders Who Rock: Unsung Hero Award, Nominee, TTU Office of Transition & Engagement (2021)
- Michael White Award for Narrative Therapy, Texas Association for Marriage and Family Therapy (2021)
- Raiders Who Rock: Above and Beyond Award, Nominee, TTU Office of Transition & Engagement (2020)
- Raiders Who Rock: Pursuit of Excellence Award, Nominee, TTU Office of Transition & Engagement (2018)
- Faculty Excellence in Teaching, UNLV Greenspun College of Urban Affairs (2016)
- McNair Faculty Mentor, UNLV Center for Academic Enrichment and Outreach (2014)

7. Cynthia Jefferson, PhD, LMFT *Assistant Professor of Practice*

Teaching Evaluation Quote:

- I really enjoyed practicum with Dr. Jefferson. I think she is a very knowledgeable clinician that I benefitted and learned a lot from. I am glad my first practicum experience was with her; I liked her teaching style and her supervision style. She never made us feel less than for not knowing or for making mistakes. She gave a lot of constructive feedback on sessions, as well as on our assignments. I liked how she was our supervisor, but she also did not make herself so unrelatable that we were unable to share with her or felt

Appendix A

unseen or unheard. I do not think there is anything she needs to change about her style or the course. I would be honored to learn under her for more than one semester.

8. Thomas Kimball, PhD, LMFT *George C. Miller Family Regents Professor; Director Center for Collegiate Recovery Communities*

Teaching Evaluation Quote:

- Dr. Kimball is one of the most brilliant professors I know. He allows you to focus on the material without worrying about your grade throughout the semester. His class was one of the most valuable classes I have taken and I am an accounting major. He taught me more important lessons about life and people that are more applicable than anything else I will learn in college. He cares about his students and teaches them more about life than just textbook material.

Teaching Related Awards/Recognition:

- President's Excellence in Teaching Award, TTU (2021)
- Mental Health Professional of the Year Award, National Alliance on Mental Illness Texas (2021)
- President's Excellence in Teaching, Nominee (2020)
- Lifetime Achievement Award, Association of Recovery in Higher Education (2018)
- President's Excellence in Diversity and Equity Award, Nominee (2018)
- The Recovery School Award, Association of Recovery Schools (2016)
- RaiderReady First Year Advocate and Faculty Fellowship Award, TTU Student Services (2014)
- Professing Excellence Award, TTU Student Housing (2013)
- College of Human Sciences Chancellor's Distinguished Teaching Award, TTU College of Human Sciences (2012)
- Teaching Academy Inductee, Texas Tech Teaching Academy (2010)
- Spencer A. Wells Award, College of Human Sciences (2009)
- New Professor Excellence in Teaching, College of Human Sciences (2007)

9. Devin J. Mills, PhD *Assistant Professor*

Teaching Evaluation Quote:

- WHAT A PLEASURE! This was a class I took on a whim and HOLY COW did I learn. It offered a perspective on life I had never truly been able to consider. The issues/nuances around addiction are humbling and extremely complicated but it fires you up. I know I'll take the information learned from this class into the career I choose to pick up. It's one more perspective I can look through in order to help someone.

Teaching Related Awards/Recognition:

- Institute for Inclusive Excellence, Fellow, TTU (2020)

10. Nichole Morelock, PhD, LMFT *Professor of Practice; CARS Undergraduate Director*

Teaching Evaluation Quote:

- This class was one of the most valuable and relevant to my future I have ever taken. I will use the assignments and skills we learned in this class well into the future. I also really enjoyed the guest speakers, I learned a lot from them. One of my favorite things about

Appendix A

Dr. Morelock is the individual feedback she gives on assignments. It is so encouraging and helpful to have a professor take the time to give individual feedback.

Teaching Related Awards/Recognition:

- Burleson Faculty Service Award, College of Human Sciences (2021)
- Excellence in Teaching Award, TTU College of Human Sciences (2019)
- Raiders Who Rock: Pursuit of Excellence Award Nominee, TTU Transition and Engagement (2018)
- Spencer A. Wells Creativity in Teaching Award, College of Human Sciences Nominee, TTU (2016)
- Faculty Spotlight Award, TTU TLPDC (2016)
- Kathryn Burleson Faculty Service Award, TTU College of Human Sciences (2016)
- Teaching Academy Inductee, TTU Teaching Academy (2015)

11. Nicole Piland, PhD, LMFT *Associate Professor of Practice; FTC & CBHC Clinics Director*

Teaching Evaluation Quote:

- Great quality of instruction. Very knowledgeable and passionate professor. Enjoyed the activities in class and retain(ed) a lot of information from her teaching style.

Teaching Related Awards/Recognition:

- Diamond Award, TTU TLPDC (2021)
- Kathryn Burleson Faculty Service Award, TTU College of Human Sciences (2020)
- Faculty Award for Commitment to Outreach and Engagement, TTU College of Human Sciences (2018)
- Excellence in Teaching Award, College of Human Sciences (2016)
- Kathryn Burleson Faculty Service Award, TTU College of Human Sciences (2015)

12. Sterling Shumway, PhD, LMFT *Associate Professor*

Teaching Evaluation Quote:

- Dr. Shumway is an excellent teacher and teaches his class from a very experienced perspective. As he is a therapist/counselor himself, Shumway really taught this subject matter with great empathy, grace, and humanity. Issues of addiction are common to all people, and Shumway's class was a study in developing compassion and understanding for our fellow human beings who struggle. At the end of the day, we all struggle to some degree. The humanity, honesty, and goodness of this class was very profound. Shumway is truly a great professor.

Teaching Related Awards/Recognition:

- Chancellors Council Distinguished Teaching Award, TTU Chancellor's Council (2020)
- Chancellors Council Distinguished Teaching Finalist, TTU College of Human Sciences (2019)
- Presidents Excellence in Teaching Award, TTU (2017)
- Presidents Excellence in Teaching Finalist, TTU College of Human Sciences (2016)
- Institute for Inclusive Excellence Member, TTU TLPDC (2015)
- Teaching Academy Inductee, TTU Teaching Academy (2011)
- Spencer A. Wells Award for Creativity in Teaching Finalist, TTU College of Human Sciences (2011)

13. Doug Smith, PhD, LMFT *Associate Professor; Chairperson CFAS*

Appendix A

Teaching Evaluation Quote:

- He is a genius. My favorite part of his teaching is the great questions he asks that challenge students to think deeper and clearer. He offered different teaching modalities for students to engage with, thus enhancing their learning.

Teaching Related Awards/Recognition:

- Faculty Distinguished Leadership Award, TTU College of Human Sciences (2020)
- Kathryn Burleson Faculty Service Award, TTU College of Human Sciences (2016)
- Hemphill-Wells New Professor Excellence in Teaching Award, TTU (2011)

14. Kristy L. Soloski, PhD, LMFT, LCDC *Associate Professor; Associate Chair CFAS*

Teaching Evaluation Quote:

- Kristy was an amazing supervisor and prac instructor. I really appreciated how much she pushed us to get comfortable and become even more familiar with our own models of therapy. I think Kristy has a unique ability to connect with each of us which allows us to feel supported and know how deeply she believes in us. The feedback she offered on assignments was clear and helped clarify expectations for future assignments. Kristy made me feel valued as a therapist and contributor throughout the entire semester. As a result of having Kristy as a supervisor I now feel more confident and competent in my own clinical work.

Teaching Related Awards/Recognition:

- Hidden Gem at Texas Tech, TTU Teaching Academy (2022)
- Raiders Who Rock: Above and Beyond Award, Nominee, TTU Office of Transition & Engagement (2020)
- Institute for Inclusive Excellence Member, TTU TLPDC (2016)
- President's Excellence in Diversity and Equity Award, TTU Division of Institutional Diversity, Equity & Community Engagement (2016)

15. Antover P. Tuliao, PhD *Assistant Professor*

Teaching Evaluation Quote:

- Dr. T is a truly great professor. The way he engaged the class and got everyone involved in what was being taught was such a great learning experience. I have learned so much in his class. I am so glad there are professors like him...it makes higher education worth it.

16. Eugene Wang, PhD *Associate Professor*

Teaching Evaluation Quote:

- This is one of the most knowledgeable teachers I have ever had; he makes tough subjects easy to understand and has humility and empathy about himself that is not found in many workplaces and universities. He is exceptionally inclusive and works hard to make all points of view heard from an academic lens. He has taught me to think outside the box and take on the new projects of my life without fear. He makes statistics fun. The previous sentence should be enough to give him a standing ovation. Great class.

17. Jon R. Webb, PhD *Associate Professor; ADRS PhD Program Director*

Teaching Evaluation Quote:

- Amazing professor, Dr. Webb goes deep into the course subject and goes beyond in his lectures. Makes students think outside of the box :)

Appendix B

Content:

- I. Total Teaching Related Awards/Recognition
- II. Teaching Evaluation Annual Mean Reports 2018-2022
- III. Classroom Outcomes: Student Led Publications and Presentations 2018-2022
- IV. Contributions to Teaching Scholarship
- V. Teaching Related Trainings Attended 2018-2022
- VI. Student Learning Outcomes 2020-2021
- VII. Student Letters of Support Representing Each Academic Program

I. Total Teaching Related Awards/Recognition

Level of Award/Recognition	Amount
College of Human Sciences	19
Campus Wide	29
State	3
National	2
International	1

II. Teaching Evaluation Annual Mean Reports (1 = *strongly disagree* to 5 = *strongly agree*)

Year	Q1: Objectives	Q2: Instructor	Q3: Experience
2022			
CFAS Mean	4.6	4.6	4.5
University Mean	4.5	4.4	4.4
2021			
CFAS Mean	4.7	4.6	4.6
University Mean	4.5	4.4	4.4
2020			
CFAS Mean	4.6	4.6	4.5
University Mean	4.5	4.4	4.4
2019			
CFAS Mean	4.7	4.6	4.5
University Mean	4.5	4.4	4.4
2018			
CFAS Mean	4.6	4.6	4.5
University Mean	4.5	4.4	4.4

Appendix B

III. Classroom Outcomes: Student Led Publications and Presentations 2018-2022*

**As a direct result of course assignments.*

Type of Outcome	Amount
Peer-Reviewed Journal Publications	28
Peer-Reviewed Academic Conference Presentations	28
Community Presentations	9

IV. Contributions to Teaching Scholarship

Type of Contribution	Amount
Book or Book Chapter	2
Peer-Reviewed Journal Publications	12
Peer-Reviewed Academic Conference Presentations	5
Community Presentations	10

Publication Citations

1. Comiskey, G. (2022) Mentoring the Next Generation of Recovery Researchers: A Summer Course in Addiction-Recovery Studies, *Alcoholism Treatment Quarterly*, 40:4, 532-541.
2. D’Aniello, C. (2015). Common factors as a road map to MFT model integration: Implications for training therapists. *Contemporary Family Therapy*, 37, 176-182.
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4. D’Aniello, C., & Fife, S. (2017). Common factors role in accredited MFT training programs. *Journal of Marital and Family Therapy*, 43, 591-604.
5. D’Aniello, C., & Hertlein, K. (2017). Integrating gatekeeping practices into core competencies in MFT training: Development of the core competency-based assessment measure. *Contemporary Family Therapy*, 39, 220 - 229.
6. D’Aniello, C., & Perkins, S. N. (2016). Common factors come alive: Practical strategies for implementing common factors in MFT training. *Contemporary Family Therapy*, 38, 233 - 244.
7. Fife, S. T. (2020). Theory: The heart of systemic family therapy. In K. S. Wampler, R. B. Miller, & R. B. Seedall (Eds.). *The handbook of systemic family therapy, Vol. 1 The profession of couple and family therapy* (pp. 295-316). John Wiley & Sons.
8. Fife, S. T., D’Aniello, C., Scott, S., & Sullivan, E. (2019). Marriage and family therapy students’ experience with common factors training. *Journal of Marital and Family Therapy*, 45(2), 191-205.

Appendix B

9. Fife, S. T., Whiting, J. B., Bradford, K., & Davis, S. (2014). The therapeutic pyramid: A common factors synthesis of techniques, alliance, and way of being. *Journal of Marital and Family Therapy*, 40(1), 20-33.
10. McNaughtan, J., Litsey, R., & Morelock, C. (2020). Fabricating Concepts: Using custom 3D models to teach abstract concepts. *Journal of Applied Research in Higher Education*.
11. Tambling, R., & D'Aniello, C. (In Press). *Helping Skills: Basic Techniques for the Active and Engaged Helper*. Cognella Publishing Company.
12. Twist, L.C.M., Buchanan, E.A., & D'Aniello, C. (2018). Exploration of university members' perceptions of institutional research integrity practices, *Teaching Ethics*.
13. Weeks, G., & D'Aniello, C. (2017). Teaching reframes in a master's level marriage and family therapy program. *Journal of Family Psychotherapy*, 28, 303 -316.
14. Weir, K. N., Fife, S. T., Whiting, J. B., Blasewick, A.* (2008). Clinical training of MFTs for adoption, foster care, and child development settings. *Journal of Family Psychotherapy*, 19, 277-290.

Presentation Citations

1. D'Aniello, C., & Fife, S. T. (2019, August). Faculty and student experiences of common Factors in MFT training. Research Discussion presented at the 77th Annual Conference of the American Association for Marriage and Family Therapy, Austin, TX.
2. D'Aniello-Heyda, C., & Fife, S. T. (2018, November) Faculty and student experiences of common factors in MFT training. Paper presented at the annual conference of the National Council on Family Relations, San Diego, CA.
3. Johnson, M., Gregory, M., Morelock, C. N., "Reducing Student Anxiety and Making Expectations Clear," TTU TLPDC, Lubbock, Texas. (August 22, 2022).
4. Litsey, R., McNaughtan, J., Morelock, C., 4th Annual Big 12 Teaching & Learning Conference, "Sharing and Helping Academics Prepare for Educational Success (SHAPES)," TTU TLPDC, Lubbock, Texas. (June 8, 2017).
5. Morelock, C., Department of English Instructors Workshop, "Managing Student Entitlement," TTU Department of English, Lubbock, Texas. (October 19, 2018).
6. Morelock, C., CASNR Faculty Retreat, "Student Entitlement: Implications for Educators," TTU College of Agricultural Sciences and Natural Resources, McKenzie-Merket Alumni Center, Lubbock, Texas. (August 24, 2018).
7. Morelock, C., TTU Advisors Forum, "Academic Entitlement in Advising: Prevention & "Treatment", TTU TLPDC, Lubbock, Texas. (October 19, 2016).
8. Morelock, C., Tech Assessment Network, "Assessing CFAS Programs: Turning Challenges into Cheers," TTU Office of Planning and Assessment, Lubbock, Texas. (September 21, 2016).

Appendix B

9. Morelock, C., Cisco College Faculty Inservice, "Student Entitlement: Implications for Educators," Cisco College, Abilene, Texas. (January 11, 2016).
10. Morelock, C., TLPDC Workshop, "Student Entitlement: Prevention & "Treatment"," TTU TLPDC, Lubbock, Texas. (October 1, 2015).
11. Morelock, C., Clarendon College All-College Day, "Prevention and Management of Student Academic Entitlement," Clarendon College, Clarendon, Texas. (August 20, 2015).
12. Morelock, C., TTUHSC School of Allied Health Sciences Faculty Development Day, "Student Academic Entitlement: Prevention & "Treatment"," TTUHSC, Lubbock, Texas. (May 11, 2015).
13. Morelock, C., 2014 SACSCOC Annual Meeting Theme: Sounding the Right Notes: Relevance in a Time of Transition, "Student Academic Entitlement: Implications for Educators," Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Nashville, TN. (December 8, 2014).
14. Morelock, C., & Hughes, J., 2012 SACSCOC Annual Meeting Theme: Higher Education in 2020: Emerging Trends in Pedagogy, Teaching, and Student Learning, "From Burnout to Buy-In: Overcoming Faculty Resistance to Assessment," Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Dallas, Texas. (December 9, 2012).
15. Weir, K. N., Fife, S. T., & Whiting, J. B., (2007, October). Clinical training of MFTs for adoption, foster care, and child development settings. Poster presented at the annual conference of the American Association for Marriage and Family Therapy (AAMFT), Long Beach, CA.

V. Teaching Related Trainings Attended 2018-2022

Total Teaching Related Trainings Attended	86
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VI. Student Learning Outcomes and Objectives by Program (2020-2021)

CARS Undergraduate Major

1. Students will demonstrate skills necessary to succeed as a human services professional, such as grant writing, financial management, supervision, program development, and program evaluation.					
Financial Management	Exam	Written	Internship	Grant Proposal	Self-Report
96%	70%	100%	88%	79%	90%

2. Students will demonstrate knowledge and application of the theoretical approaches to understanding and treating addictive disorders, including prevention and recovery.				
Treatment Plan	Prevention	Exam	Case Study	Logic Model
82%	79%	79%	79%	51%

Appendix B

3. Students will demonstrate an understanding of the field of human services and the ability work effectively with diverse populations.		
Essay	Self-Report	Presentation
95%	100%	100%

CMFT MS Program

1. Students will demonstrate the ability to provide couple, marriage, and family therapy from a relational/systemic perspective.		
Comprehensive Exam	Supervision	Externship
90%	95%	100%

2. Students will demonstrate the ability to apply appropriate relational/systemic ethics to practice.	
Supervision	Externship
98%	100%

3. Students will demonstrate the ability to operate from a science informed perspective.	
Comprehensive Exam	Supervision
71%	95%

4. Students will demonstrate the ability to operate from a science informed perspective.	
Comprehensive Exam	Supervision
71%	90%

5. Students will demonstrate understanding of the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the application of research and clinical intervention central to CMFT.	
Supervision	Externship
98%	100%

CMFT PhD Program

1. Students will demonstrate the ability to conduct high quality relational/systemic research.			
Qualifying Examination	Dissertation	Self-Report	Internship
75%	86%	85%	100%

Appendix B

2. Students will demonstrate an advanced understanding of clinical intervention using a relational/systemic perspective.			
Qualifying Examination	Supervision	Self-Report	Internship
75%	98%	100%	100%

3. Students will demonstrate an understanding of relational/systemic clinical supervision.			
Qualifying Examination	Supervision	Self-Report	Internship
75%	100%	100%	100%

4. Students will demonstrate an understanding of relational/systemic clinical supervision.			
Qualifying Examination	Supervision	Self-Report	Internship
75%	100%	100%	100%

5. Students will demonstrate understanding of the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT.			
Teaching	Supervision	Self-Report	Internship
100%	100%	100%	100%

ADRS PhD Program

1. Students will demonstrate understanding of the addiction recovery knowledge base, including relevant literature and theories.	
Classroom	Self-Report
100%	100%

2. Students will demonstrate knowledge and application of research methodologies.			
Publications	Academic Presentations	Classroom	Qualifying Examination
100%	100%	95%	100%

3. Students will demonstrate the ability to analyze current issues and trends that impact the field of addiction recovery.			
Classroom	Teaching	Qualifying Examination	Self-Report
100%	100%	100%	100%

VII. Student Letters of Support Representing Each Academic Program



TEXAS TECH UNIVERSITY
College of Human Sciences

Community, Family & Addiction Sciences™

Abigail Nixon

January 10, 2023

Undergraduate Student

CARS Major within CFAS Department

Texas Tech University

Departmental Excellence in Teaching Award Committee:

I am writing in reference to the Community, Family, and Addiction Sciences (CFAS) application for the Teaching Academy's Departmental Excellence in Teaching Award. Personally, I have been to several universities and explored different majors; none of them will ever compare to the enriching experiences I have been fortunate enough to have during my time at Texas Tech University in the CFAS department. I was shocked when I started classes and saw how much the faculty cared for the students and genuinely wanted to help us in any way they could. *All* the professors I have had made me feel extremely comfortable, valued, and gave me a true sense of belonging. When speaking to friends who are studying different majors, I have found they do not have the same positive experiences or attitudes towards their departments. Never have I ever been excited to go to class until I came to Texas Tech. I thought it was strange that I continuously looked forward to talking with my professors when in the past I would be too intimidated to speak to someone on faculty at other universities. My professors never made me feel like I was asking the wrong question, they always made sure I had an answer to something I did not understand, and they have provided a kindness I have not been given elsewhere. Each member of faculty in this department are incredible mentors and role models. I look up to all of them and aspire to be half as successful. I want to make a difference in people's lives the same way my professors have. Every one of my classes was filled with the most interesting, straightforward, and carefully planned lectures that followed the course as planned. The amount of unorganized courses I have taken at other universities made me feel uncertain about going back to school, but I am happy to say the CFAS department proved me wrong. I am planning on attending graduate school and I feel extremely prepared for this task thanks to this department. My life has truly changed for the better because of the education I have received from the Community, Family, and Addiction Sciences department at Texas Tech, and I will forever look back at these times with admiration and gratitude.

Sincerely,

A handwritten signature in black ink, appearing to be 'Abigail Nixon'.

Abigail Nixon



Couple, Marriage, & Family Therapy

To the Teaching Academy,

I am a second-year Master student enrolled in the Couple, Marriage, and Family Therapy (CMFT) Program at the College of Human Sciences here at Texas Tech University. As you can imagine, it has been a tedious albeit rewarding journey. This is even more possible because of the incredibly supportive faculty in the program. I have had numerous opportunities to experience them all in different capacities but more so, Dr. Nicole Piland, LMFT. I am a firm believer that teaching happens well beyond the classroom and two distinct moments with her, I will share with you.

Dr. Piland ensured that we were equipped with and provided the resources to perform our duties as incoming therapists in my first semester. Multiple times, she dedicated part of class time to spend in the clinic, getting us acclimated to the technology use, locating forms for safety/risk issues, activities, worksheets, toys, and other seemingly mundane things that significantly impact sessions.

Also, as is part of coursework and personal development, we're challenged to address biases, attitudes, and belief systems, even our interpersonal experiences throughout program but particularly in the first year. In one of those times, I had a strong emotional reaction to an activity in her class. Later that day, she reached out to ensure my well-being and opened a door of opportunity to discuss and process it. I was surprised, that had never happened to me before. I thought I was discreet, but apparently not. She took note and took the extra step to check in on me. Gladly, I took her up on the offer and we had a heart-to-heart. There are few things more wonderful than being seen and listened to.

Since then, I have felt safe enough to confide in her as she had set the precedent. In another moment of distress in the second semester of my first year, I reached out to her. She was more than willing to be present, but she was clear about how much time she could offer as she had to resume seeing clients at her private practice. It was about a 15-minute window. Although short, it was just as impactful. In fact, my singular take-away from me bawling my eyes out and her listening patiently as we spoke on the phone was, "what needs to happen today?". She was empathetic and warm, and she understood my angst. She shared this tip that had helped her in similar moments of feeling overwhelmed and frazzled. It has remained useful for me since then.

Further, in my role with Dr. Piland as one of her Graduate Assistants, I have been privy to know her a bit better than most. Despite personal challenges, she has remained present and intentional in her interactions in different settings. We have a running metaphor about different "hats" and knowing when to have each one on. Just as she exemplifies, she encourages us, me, to delineate my role as friend, colleague, classmate, and clinic staff and maintain those boundaries when interacting with others in the program. She is quick to remind us to come to her should those boundaries get murky, but she trusts us to perform our functions, executively.

I know I said two, but honestly, there are too many to count. Dr. Piland is conscientious about my responsibilities as a staff member and as a full time-student. Because she understands, she asked what needed to be adjusted to have a more manageable workload at the start of the second year which we all fondly label "the semester from hell". She checks in frequently, inquiring about my wholistic progress and challenges being faced. I also remember her being present during a particularly difficult experience with previous clients of mine. She was there to provide encouraging words and a learning moment.

Clearly, Dr. Nicole Piland, Ph.D., LMFT, serves in many roles. To me, she is my instructor, my boss, my advisor, and friend. To experience her in all these capacities is to witness hard work, inspiration, and care. I don't know anyone better deserving of this award.

Sincerely,

TanitOBK

Tanitoluwa O. Bankale, B.A.



To the Texas Tech University (TTU) Department Excellence in Teaching Award Committee:

As a PhD student in Couple, Marriage, & Family Therapy (CMFT) at Texas Tech University (TTU), I can proudly say I have some incredible and invaluable experience. CMFT aim to support their students to the path of success. More importantly, they create an environment where students become scholars and maintain supports and resources all along the way. It is truly my privilege to be a part of such amazing program.

In a classroom setting, professors often encourage their students to think critically around the course material, advocate for students to conduct ethical and topnotch research, facilitate critical conversation and scholarly discussion, etc. This kind of motivation and efforts from the professors are needed in such an incredible academic environment. Moreover, professors often start different research projects with students and build a mentorship to enhance our learning experience.

As a Graduate Teaching Assistant, CMFT professors set a strong foundation and model for me as I continue to teach courses offered by our program. They inspire us as instructors to invest in our time and energy to learn and challenge us to find the solution in our own way. They also are willing to share their experience of teaching with us and provide resources so that we can be a better instructor to our students. Moreover, they also encourage us to attend courses that are provided by the Teaching, Learning, & Professional Development Center (TLPDC). This creates an environment where I am motivated to learn how to teach and create the same space for my own students.

It is my honor to be in such wonderful program. It is evident that this program provides a profound learning experience for their students. Many students have expressed their satisfaction with the level of engagement experience in our program. This kind of learning environment where professors are invested to educate, to engage, to improve, and to motivate students makes education fun, reliable, innovative, and excellence learning experience.

Sincerely,

Hou I (Esther) Lau, M.MFT, LMFT-Associate



1/20/2023

Dear Jeffrey Harper and fellow committee members,

I began my doctoral studies at Texas Tech University in the Fall of 2021 and was recruited to work as a graduate teaching assistant through the Community, Family, and Addiction Science (CFAS) department. I taught Communication, Civility, and Ethics under the supervision of Dr. Cameron Brown for three semesters, a total of 5 sections. This experience enhanced my learning experience as a graduate student and allowed for mentoring opportunities that are contributing to the values and mission of Texas Tech University.

As a graduate teaching assistant (GTA) in the CFAS department I was supported and guided through the process of teaching undergraduate students. Dr. Brown took the time to ensure his teaching assistants were thoroughly prepared to teach by introducing the topic, instructional materials, rules and regulations, and teaching philosophies. He also spent time getting to know us as individuals, which I believe made a significant difference when we needed support later in the semester. He was always available and offered help throughout my time as a GTA, while also allowing for autonomous growth in my identity as a college professor.

Not only did I develop my skills and confidence as a professor, I was also able to build strong connections with students. One of the most significant impacts I have made since teaching is through mentorship. A student who took Communication, Civility, and Ethics under my direction reached out the following semester to meet about graduate school opportunities and the path to becoming a mental health counselor. We met many times to discuss her schooling trajectory and found a shared passion for research on mental health and addiction. I encouraged her to join the Addictions and Social Harms lab for which I am a research assistant under the supervision of Dr. Devin Mills. The student has now successfully completed a research project and will soon be submitting her findings to the Texas Tech Undergraduate Research Conference with the hopes of presenting a poster in April 2023.

The Community, Family, and Addiction Sciences program at Texas Tech University embodies the values of the university, which has been evident since the moment I stepped on campus. My experience as a GTA highlights the significant impacts made in this department, and I am honored to support the application for the Departmental Excellence in Teaching Award.

Sincerely,

Lauren Lewis, MA, LPC, LAC

Doctoral Student & Research Assistant

Addictive Disorders and Recovery Studies | Texas Tech University