

Departmental Excellence in Teaching Award Application

Department of Classical and Modern Languages and Literatures (CMLL)

I nominate the Department of Classical and Modern Languages and Literatures (CMLL) for the 2021 Departmental Excellence in Teaching Award due to its focus on excellence in graduate and undergraduate teaching and the strong teaching culture that exists and has in the last few years been enhanced through cross-program initiatives and internal grant funding. Teaching is at the core of CMLL's departmental vision, which states: "The Department of Classical and Modern Languages and Literatures will achieve national recognition of excellence and performance in scholarship through teaching, research, and service. We will be a national leader in producing teachers of classical and modern languages, literatures, and cultures. We will cultivate linguistic proficiency, the effective use of technology in language learning, inspire critical thinking and a deep understanding of diversity, and foster the participation of students in a global society." CMLL strives to provide TTU students and the larger community with an awareness of the many cultures, languages, identities, and geographies that interact and shape our world.

In the last five years our research and teaching potential has grown exponentially. Our faculty, graduate students, and alumni have achieved national and international recognition. Our improvements in technology and assessments have made our language learning much more efficient and in sync with best pedagogical practices in language acquisition. CMLL faculty not only collaborates with other departments, colleges, and programs across TTU to increase our students' exposure to interdisciplinary learning and critical thinking, they also reach out to the community through service learning programs, cultural events, internships and community engagement activities embedded in the curriculum. CMLL's teaching mission falls squarely into TTU's Quality Enhancement Plan for 2015-2020: Communicating in a Global

Society. In view of this general goal of the University, I believe that CMLL's own global mission, its strong teaching mission and constant strides towards improving our students' cultural communication proficiency, make it a worthy candidate for the Award.

Efforts to Improve Teaching

Since many of our graduates choose a career as teachers themselves, CMLL provides an environment that fosters teaching excellence and actively seeks to improve teaching of both faculty and students (TAs and GPTIs) on an ongoing basis.

For our faculty, CMLL offers regular in-house workshops by faculty members who conduct research on teaching and pedagogy to offer a forum to train new skills and explore new strategies for both teaching and assessment. Among these have been workshops offered to train faculty in research poster design for undergraduates (Dr. Belinda Kleinhans), multiliteracies (Dr. Kristen Michelson), teaching transferable skills (Dr. Alec Cattell), and creating ePortfolios (Dr. Alec Cattell), but also in how to create an online class and teach it (Linley Melhem & Katherine Brooke). Beyond these, many faculty members, among them Dr. James Lee, embed on a regular basis invited speakers (in person or virtual) in their curriculum on aspects of teaching and pedagogy and make these guest speakers available to all CMLL faculty and students.

For our TAs and GPTIs, each language program offers structured teaching training and mentorship that includes TA workshops, shadowing an experienced faculty member while TAing, teaching observations by experienced faculty members for GPTIs with debriefs and written teaching feedback, and well as one-on-one mentoring of TAs and GPTIs, even in programs that do not have a structured teaching training.

In October 2018 at the initiative of Drs. Susan Larson, Erin Collopy, and Carmen Pereira-Muro, Dennis Looney from the Association of Departments of Foreign Languages (ADFL), was

invited to conduct a thorough consultancy visit to identify strengths and areas of growth in the department, and many new teaching initiatives have been implemented as a result of this consultation, including a stronger focus on student-centered teaching, skill-based teaching and explicit career training and opportunities. Plans for further improving the teaching mission at CMLL are already in the works and include an undergraduate certificate in translation as well as a graduate dual degree with the College of Education. The report (excluding resources) can be found in Appendix B.

In order to ensure that our students are equipped for a wide range of careers, Dr. Alec Cattell (with the support of Drs. Grair, Collopy, and Vasseur) created the initiative “[Global Readiness Through Language and Culture](#)” (GRLC), a project funded by the Center for Global Communication (\$80,000). This initiative reached approximately 3,000 between Fall 2019 and Spring 2021 and has had an immense impact on teaching across the undergraduate curriculum. Bringing together 35 faculty members and GPTIs, it has fostered both an understanding of global challenges and the training of skills to equip students to respond to these from diverse disciplinary perspectives. Central to this initiative is project-based teaching as well as exhibitions of undergraduate student research. Students were further fostered through engagement with career resources and interactions with guest speakers who hold a degree in world languages and are now addressing global challenges through their work.

Expanding this project beyond its funding period and in order to equip all CMLL students with the skills needed to respond to global challenges today, including those students who are not degree candidates in CMLL and “only” complete their language requirement, Dr. Collopy created the [Undergraduate Certificate in Global Readiness](#), therefore enriching the education of students in various degree programs, also outside of CMLL. Drs. Cattell, Collopy, Kleinhans, and

Michelson have also applied to the highly competitive US Department of Education Office of Postsecondary Education's "International and Foreign Language Education" program (\$ 176,884.00) to build a thorough Global Readiness program in CMLL that would include faculty/instructor training as well. While the first attempt to secure this grant was not successful, the general application received positive feedback, and there are plans to revise and resubmit the application.

Fostering student research in our teaching was also the goal of Dr. Cattell's previous initiative "[Identity and Resistance in Global Contexts](#)", sponsored by the Center for Global Communication (2017-2019, \$100,000) which united 8 faculty members from a variety of disciplines across campus and integrated student research symposiums.

In the last few years, both ASL as well as Chinese have been able to create a thriving program which is now a BA concentration in the CMLL degree LaCu (Languages and Cultures).

All programs take advantage of the [Language Lab and Research Center](#) (LLRC), where graduate and undergraduate students can develop individual or class projects linked to technology and media research. Through the Language Lab, students also benefit from free tutoring in all the languages taught at CMLL. Language Clubs run by undergraduate and graduate students and mentored by faculty members are crucial for extending the knowledge and the engagement of our students with the target languages and cultures and engage with the larger community.

[Contribution to Scholarship on Teaching](#)

It is easy for CMLL to stay current on teaching research since many faculty members do conduct their own research on language pedagogy and teaching. Furthermore, many CMLL faculty members whose research is not on teaching have taken part in workshops and programs offered by the TLPDC to improve their teaching. Among these programs that many CMLL faculty have

completed is the Institute of Inclusive Excellence, but also the Service Learning Faculty Fellow Program.

Our faculty, especially our experts in Second Language Acquisition and Applied Linguistics, are regular contributors to the scholarship of teaching. As an example, Dr. James F. Lee has authored 14 textbooks and teaching materials to date, including some of the most widely used university textbooks for Spanish or Applied Linguistics, therefore co-shaping curricular and classroom experiences around the world. Dr. Idoia Elola (Spanish Linguistics) has published 13 articles since 2013 on writing and technology in Spanish Second Language Acquisition. Drs. Stefanie Borst, Alec Cattell, and Kristen Michelson also regularly conduct research on teaching and have published significantly on it, and even scholars whose research is usually in cultural studies or literary studies, such as Drs. Anthony Qualin, Erin Collopy, Belinda Kleinhans and Carole Edwards, have conducted research on teaching and published on it. Especially scholars in Applied Linguistics, among them Drs. Borst and Michelson, have collaboratively researched with students and co-published with graduate students, therefore combining mentorship and research.

While the impact of some of these contributions is difficult to track (also because they may have been published in languages other than English, and outside of the US), it is clear from impact numbers of scholars such as Drs. Lee and Elola as well as from awards such as the Research Special Interest Group Early Career Award from the American Council of Teachers of Foreign Languages, awarded to Dr. Michelson for her research in language pedagogy in 2020, that this research is well received. Two CMLL professors, Drs. Gungerich and Pereira-Muro, have made contributions to one of the most prestigious publications for teaching literature, the Modern Language Association (MLA) “Approaches to Teaching” series.

Variety of Teaching Pedagogies

Many of the courses associated with the degree programs taught in CMLL use a smaller class size and seminar style, but there are also large sections that cover university core requirements, such as Language, Culture and Philosophy or the Multicultural requirements. Both online as well as on-campus classes are offered. Teaching pedagogies among CMLL faculty members are quite varied, and regular in-house peer observations allow for an exchange of ideas and methodologies. Among the most-used pedagogical approaches, one finds both learner-centered as well as learning-centered classrooms with few teacher-centered lectures. Learning by design, task-based, content-based, and project-based approaches can be found, fostering also critical pedagogies. Lower-level language courses use mostly a flipped model in order to maximize the communicative nature of the face-to-face teaching time. In our classes, various tools such as digital stories, info graphs, Powerpoints, Flipgrid, MindTap, experiential learning, service learning, but also staging plays are used among many faculty in CMLL. Mutlimodal literacies and approaches to teaching have been embraced by many faculty across the various programs, also thanks to the research conducted in this area by Dr. Michelson, which was shared in hands-on workshops. Discussion-based seminars dominate in small classes, with plenty of project- or task-based learning integrated. In our graduate programs, graduate students are frequently asked to take charge of the discussion by leading it or giving a small lecture, preparing them for their future as educators. CMLL instructors frequently invite professors from other disciplines to visit our classes, or teach cross-listed courses. Attending in-house teaching trainings or TLPDC-sponsored workshops allows for a greater variety in methods.

TAs, GPTIs, as well as part-time faculty members are systematically integrated into the offerings of attending workshops, being part of teaching grants, and contributing to teaching

research. CMLL offers methodology courses for all graduate students, and the non-tenure instructors attend in-house workshops as well as at the TLPDC. Russian, Chinese and Arabic instructors have participated in Startalk (<https://startalk.umd.edu/public/>) teacher training programs in the summer. Many non-tenure track language coordinators direct graduate students in teacher training (Marlene Selker, Yanlin Wang, Irina Drigalenko, Rula Al-Hmoud, Sylvia Flores, Kate Brooke) or advise language clubs (Irina rigalenko, Rula Al-Hmoud, and Yanlin Wang). Linley Melhem (Jones) provides a key service to the whole university by training almost 200 international TAs ever year in English training and cultural discussion. In response to the COVID-19 crisis and the move to increased online instruction, Kate Brooke and Linley Melhem developed and taught an online course on online teaching offered during the spring and winter break 2020. Faculty and GPTIs signed up from across campus.

Besides individual initiatives for co-teaching, CMLL forms part of a graduate certificate in Medieval and Renaissance Studies (CMLL/Spanish, History, Art History, English), and contributes courses to the graduate certificate in Global Studies. CMLL is also part of the Comparative Literature interdisciplinary minor. We are currently working on the reinstatement of the cross-disciplinary Latin American and Iberian Studies Program (History, Sociology, Music, Archeology, Architecture, English, Media and Communication among several other colleges and departments are involved in this process). Part of CMLL's mission is to highlight the benefits of a multidisciplinary approach to research problems, and thus faculty encourage their graduate students in the different language programs to have a minor in a different but complementary discipline (Applied Linguistics, Women Studies, Comparative Literature, etc.).

Outside of CMLL itself, several CMLL faculty members, such as Drs. Cattell, Kleinhans, Grair, Anderson, Bishop, Lavigne, Witmore, and others are regular guest lecturers for the

interdisciplinary course HUM 1300: Humanities in the 21st Century. Nearly all faculty members have also given guest lectures related to their own expertise across campus and in departments as varied as English, Philosophy, Animal and Food Sciences, Architecture, or History, to name just a few. These collaborations not only enrich the classrooms and therefore the student experience of the receiving unit, but they often spark new and interesting opportunities for collaborative research as well. And several faculty members, among them Drs. Kleinhans, Cattell, and Vasseur have also given guest workshops at the TLPDC itself, therefore sharing their expertise with faculty members across campus.

The definitive way to successfully learn and understand a culture and a language is the immersion that study abroad programs provide. CMLL has well established programs in Seville (Spain) and México (the oldest one in TTU), and has created new ones in Reims (France), and Munich (Germany). Classics often offers the change to take students to archeological digs. There is a faculty-led study abroad program in Jordan, and one in China.

If part of our mission is to make our students better citizens of the world through the study of languages and cultures, internship and community service programs are a key component of this mission. Several of our language programs have both as an integral part of their curriculum, with offering service-learning courses as well. Our vibrant language clubs and initiatives such as Cultural Day or the Language Olympics further expand our mission of building multicultural communities on our campus and beyond.

Quality of Programs

CMLL underwent a Graduate Review in 2015-2016. The Committee Report stated that CMLL has “a passionate, productive and highly qualified faculty.” They found the time to degree, graduate rate, number of degrees per year, retention, demographics, support services,

student to faculty ratio and job placement “very good” or “excellent.” The external reviewers had high praises for our graduate program that precisely match the criteria for this award. I quote from Dr. Geeslin’s (Indiana University) comments: “There is clear evidence of a commitment across programs to providing outstanding undergraduate and graduate (where applicable) education, recruiting excellent faculty, maintaining active research agendas in the face of increasing service demands and responding to changing enrollment and job market trends.” Additionally, within programs faculty are aware of discipline-specific trends and have identified appropriate goals. For example, the MA in Classics fills a specific need for programs that prepare students (language proficiency and field-specific knowledge) for the top doctoral programs in the country and by focusing on this particular goal they have clear, demonstrable, positive outcomes. A second example, the PhD in Spanish Linguistics focuses on the areas of Second Language Acquisition and Bilingualism. This matches the faculty strengths with the fastest growing research area and will lead to successful preparation and job placement of doctoral students. It also avoids direct competition with some of the other programs at peer institutions which have strengths in other areas of linguistics. In both cases, there is evidence of cross-programmatic and cross-disciplinary collaboration to attract good students, prepare them well and place them in an ever-changing job market.”

Students’ evaluation place CMLL above the average of the College of Arts and Sciences since 2012, and also always above the university average (see Appendix B). For question 1 (objectives), CMLL is ranked constantly at least .1 above the university mean; for questions 2 (instructor) and 3 (experience) often even .2 above the university mean. Thirteen of our faculty have been recognized as “exceptionally inspiring” by Phi Beta Kappa inductees, some of them multiple times. All of our courses are taught by experienced, accredited faculty. Many of our

GPTIs have received the Helen Devitt Jones Excellence in Teaching Awards. The program assessment data (see Appendix B) confirms that more than 90% of our students consistently reach the learning goals in their respective program, which include language proficiency, professionalization skills (including effective communication and critical thinking), and cultural core knowledge. This even happened during the COVID-19-impacted semesters, which made language acquisition especially challenging.

Our placement records are outstanding, and it is not unusual that our BAs continue into an MA with us (see sample student support letter in Appendix B), showing a continuing success of our teaching efforts. Recent graduates pursue PhDs at Brown, Bryn Mawr, Harvard, Indiana, UNC-Chapel Hill, University of Washington, Berkeley, or Indiana University. Our PhDs find tenure-track jobs at institutions such as Miami University, Kansas State University, North Dakota State University, or Missouri State University.

Preliminary Budget

If awarded the departmental teaching award, CMLL plans to update technology (such as projectors) used for teaching in our classrooms every day, but also technology in the Language Lab & Research Center, since it is essential in supporting student as well as faculty research in teaching, but also assists in assessment. Some of the award money should also go to incentivize further efforts to boost teaching excellence within CMLL through, for example, funding a graduate student who can help with teaching-related grant applications. The following budget is proposed:

Item Description	Estimated Cost	Quantity	Estimated total
ReLanPro Renewal	\$ 3,410.00	1	\$ 3,410.00
LLRC Replacement Desktops	\$ 1,500.00	13	\$ 19,500.00
Small Projector bulbs	\$ 115.00	2	\$ 230.00
Large Projector bulbs	\$ 287.00	2	\$ 574.00
Replacement Projectors	\$ 500.00	1	\$ 500.00
Teaching excellence initiatives	\$ 786	1	\$786
Total Projected Expenses			25,000.00

APPENDIX A

Information for the current academic year:

- Number of FTE faculty: 46
- Number of graduate teaching assistants: 65 (TAs + GPTIs)
- Number of undergraduate majors: 163
- Total undergraduate enrollment: 3664
- Total graduate or professional enrollment: 65

List of faculty who contribute substantially to the teaching efforts¹

Rula Al-Hmoud (Instructor of Arabic)

- established Arabic Language Student Organization and The Arabic Club
- developed and ran a Study Abroad program in Jordan

Britta Anderson (Assistant Professor of Spanish)

- Service Learning Faculty Fellow 2019

Peter I. Barta (Professor of Russian)

- teaching courses on medical humanities to resident internists/pre-medical students in Honors College

Stefanie Borst (Associate Professor of Applied Linguistics and German)

- supervises grant proposals with students
- regularly publishes with graduate students

Katherine Brooke (Instructor of Spanish)

- has helped to develop the Survival Spanish class for Study abroad and has taught it for the first time in the new campus in Costa Rica
- created and held workshops for teaching online during the COVID-19 crisis

Alec Cattell (Assistant Professor of Practice in Humanities and Applied Linguistics)

- created the grant-funded CMLL teaching initiatives for undergraduate research “Identity and Resistance in Global Context” (IRGC)
- created with **Charles Grair**, **Erin Collopy** and **Raychel Vasseur** grant-funded teaching initiative “Global Readiness Through Language and Culture” (GRLC)
- received the Spotlight Award *Recognition for involvement and contributions to the services, programs, and workshops of the Teaching, Learning, and Professional Development Center at TTU* (2019)
- received the Lawrence Schovanec Teaching Development Scholarship (2016)
- received the Raider Ready Faculty Fellow Award (2015)
- Service Learning Faculty Fellow 2019
- published 1 article (Cattell, A., Mathias Schulze, and Barbara Schmenk. “Estila: Engaging Students Through Increased Language Awareness.” Ed. Nicola Simmons, *Opportunities*

¹ Since all faculty at CMLL are teaching faculty and therefore all contribute significantly to the teaching efforts of the department, this list focuses on outstanding achievements connected to the teaching mission of the department, such as the creation of new programs or courses, teaching grants received, publications on teaching, etc.

and New Directions: Canadian Scholarship of Teaching and Learning, Volume II (2011): 113-121) and 1 book chapter ("Reflective Curriculum Construction in the Postmethod Era: Wittgenstein's Philosophical Investigations." *Traditions and Transitions: Curricula for German Studies*, edited by John Plews and Barbara Schmenk, Wilfrid Laurier UP, 2013, pp. 157-174) on second language pedagogy

- offers guest lectures for HUM 1300 each semester since 2016
- created GERM 1310: Survival German (approved by ASCAP) for students not in German but taking a study abroad course in Germany with other programs
- introduced service learning courses into the German program
- designed CMLL 2305: Introduction to Language and Cultures as a DE course
- designed LING 5322: Theoretical and Research Foundations of Second Language Acquisition as a DE course

Erin Collopy (Associate Professor of Russian)

- implemented one multicultural courses into the Russian program
- developed hybrid versions for RUSN 1501 and 1502
- Member of the TTU Teaching Academy (since 2007)
- co-author on two SLA (Second Language Acquisition) articles: "Explicit information, grammatical sensitivity, and the first-noun principle: A cross-linguistic study in processing instruction" Bill Van Patten, et al - 72 citations. and "Explicit Information and Processing Instruction with Nominative and Accusative Case in Russian as a Second Language: Just How Important is Explanation?" Bill Van Patten, Erin Collopy, **Anthony Qualin** - 10 citations
- Selected to participate in a Fulbright Summer Seminar Abroad in Poland

Carole Edwards (Associate Professor of French)

- created and runs the Reims study abroad program
- made possible for our students to take in CMLL a business French placement exam in collaboration with the French government

Idoia Elola (Professor of Spanish and Applied Linguistics)

- created a new track in Spanish Linguistics at the graduate level
- created an interdepartmental Linguistics Research lab
- published 13 articles on writing and technology in Spanish Second Language Acquisition since 2013
- TTU Integrated Scholar in 2018
- Member of the TTU Teaching Academy (since 2009)

Sylvia Flores (Instructor of Spanish)

- coordinator of the SHL program
- working with **Idoia Elola** on curricular changes and implementing project-based approaches for our SHL courses

Greta Gorsuch (Professor of Applied Linguistics)

- published research on teacher cognition: authored three textbooks and also two collected volumes on graduate teaching assistants, and over five journal articles on international teaching assistants, and at least three book chapters.

- students mentoring & offering courses for the express purpose of developing projects, finding/sponsoring publication opportunities for students

Charles Grair (Associate Professor of German)

- created the German study abroad program in Munich
- Offered guest lectures to HUM 1300 for at least 3 semesters

Sara Guengerich (Associate Professor of Spanish)

- nominated by Phi Beta Kappa several times as an inspirational teacher
- classroom pedagogy involved staging plays with students
- publication on teaching literature: "The Inca Garcilaso de la Vega on Women" for the MLA Series Approaches to Teaching the Works of the Inca Garcilaso de la Vega (2017)
- mentoring of undergraduate students that participate in the Study Abroad Program in Seville (pre-departure meetings etc.)
- offers graduate cross-listed courses with other departments and programs (i.e. History, Women's Studies, Cross-Disciplinary MA) whenever possible, often during the summer

Melissa Hays (Instructor of ASL)

- co-created and taught with **Linley Melhem** online faculty training courses on online teaching to respond to the COVID-19 crisis

Belinda Kleinhans (Associate Professor of German)

- received twice the Phi Beta Kappa inspirational teacher award (2019 + 2020)
- received the Professing Excellence Award (2018)
- Service Learning Faculty Fellow 2019
- regularly includes grant-funded undergraduate student research into all her courses that feature symposia at which students present original work ("Identity and Resistance in Global Context", "Global Readiness Through Language and Culture")
- redesigned multiple courses on the graduate and undergraduate level in German, also introducing the capstone research course GERM 4306: German Culture in Theory and Practice (approved by ASCAP)
- offers guest lectures for HUM 1300 each semester since 2016
- published an article on Holocaust pedagogy: Miriam Katin: *Allein unter allen* (2006). Im Auge des Kindes: Holocaustflucht und Identitätsbildung. In Dieter Wrobel; Jana Mikota (Eds.), *Flucht-Literatur. Texte für den Unterricht* (vol. 1), Schneider Verlag, pp. 169-175.

David Larmour (Horn Professor in Classics)

- Member of the TTU Teaching Academy (since 1997)

Susan Larson (Qualia Professor of Spanish)

- faculty mentor for the graduate student association "Céfiro (mentors both the organizers of the annual conference and the editors of the *Céfiro* journal)
- Organized 'Language, Image, Power: Luso-Hispanic Cultural Studies Theory and Practice' Conference in October of 2019
- publication of the volume 'Language, Image, Power: Luso-Hispanic Cultural Studies Theory and Practice' in the Routledge 'Cultural and Media Studies' book series with a focus

on pedagogy that strengthens students' media literacy and how ideology and political rhetoric are constructed through culture

James F. Lee (Qualia Professor of Applied Linguistics and Spanish)

- authored 14 textbooks and teaching material publications
- Two journals he published in in 2019, 2020 are top 5 journals (high impact factor): *Studies in Second Language Acquisition* and *Language Teaching Research*.

Anita McChesney (Assistant Professor of German)

- received a Fulbright Summer Academy in Germany for professional development of language teaching
- significantly updated the German MA program by designing new courses, such as “Germany and the European Union” (approved by ASCAP)

Linley Melhem (Instructor and ITA director for ESL)

- TA training to rate complex performance assessments
- resigned the curriculum for the ITA Workshop (moved online in 2020) and ESL speaking courses

Kristen Michelson (Assistant Professor of French and Applied Linguistics)

- researched and published on teachers' co-construction of knowledge of theory and pedagogy through digital social reading activities (in venues such as *Issues in Language Program Direction* (of the AAUSC), which is widely read by university language program coordinators and by university level language teachers, and in *Language, Culture, and Curriculum*; and *Foreign Language Annals*, which is widely read by teacher practitioners)
- offers CMLL workshops for students and faculty on multiliteracies
- multiple publications connected to pedagogy, teaching, and multiliteracies
- mentoring an AppLing MA student on an action research project
- invited 3 AppLing MA students to collaborate with her on a multi-language presentation for the ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention this November
- Graduate teaching assistant supervision and development
- designed and teaches the Methods of Foreign Language Teaching seminar each fall (LING 5322)

Alicia Miklos (Assistant Professor of Spanish)

- designed a new 4309 Spanish class for the certificate in Spanish media. The class has a strong community involvement component.

Carmen Pereira-Muro (Professor of Spanish)

- TTU President's Excellence in Teaching Award (Spring 2010)
- publication on teaching literatura: “An Interdisciplinary Approach to Pardo Bazán: The Dialogue with the Arts in *Dulce Dueño*.” appeared in the 2017 *MLA: Approaches to Teaching Emilia Pardo Bazan. and Eastern European Journal* Vol. 56, No. 2 (2012), 256-276

Brendan Regan (Assistant Professor of Spanish)

- Developed new courses on the undergraduate level: SPAN 4318 Spanish in the US; SPAN 3318 Sounds of Spanish which are both especially important for TTU as a Hispanic Serving Institution

- developed multiple new courses for the graduate level: SPAN 5385 Spanish Phonology; SPAN 5385 Spanish Socio-Phonetics; SPAN 5385 Language Ideologies; and SPAN 5385 Spanish Sociolinguistics

Sydnor Roy (Assistant Professor of Classics)

- producing a sourcebook for courses on Race in Antiquity, authoring an article about how to teach such a course, mentoring people who use her sourcebook to teach similar courses

Marlene Selker (instructor of German)

- developed hybrid course versions for GERM 1501, 1502, and 1507
- Teacher training and supervision of German TAs and GPTIs

Raychel Vasseur (Assistant Professor of Spanish)

- currently co-editing with **Idoia Elola** a Special Issue for the journal *Languages* that addresses writing literacies in foreign and heritage languages (which will be looking at theoretical, research and pedagogical aspects in relation to multiliteracies and multimodality).
- working with **Idoia Elola** and Dr. Bueno (from Universidad Public de Navarra, Spain) on data analysis of data on teaching that they collected at TTU during the fall of 2019. They have already submitted an article on the use of collaborative writing and peer feedback on Spanish language level courses.

Yanlin Wang (Assistant Professor of Practice in Chinese)

- coordinator for the Chinese program
- created the major in Chinese language and area studies
- mentor for the Chinese Club
- Recipient of the 2020 A&S Excellence in Teaching Award

Christopher Witmore (Professor of Archeology and Classics)

- established and ran the study abroad program at the archeological site of Binchester (Adrian's Wall in England)

Jorge Zamora (Associate Professor of Spanish)

- has been nominated several times by Phi Beta Kappa as an inspirational teacher

Meixiu Zhang (Assistant Professor of Applied Linguistics and Second Language Studies)

- Research project "understanding online collaborative writing in second language classrooms". A manuscript reporting the research findings has been submitted to the *Modern Language Journal* (ranked 1 out of 884 in language & linguistics in Scimago)

Multiple graduate students have been selected as TEACH Program fellows at the TLPDC (among them **Dora Aranda, Josh DelaPrada-Rosas and Ana Rodríguez-Padial**)

Several graduate students are each year awarded the Helen Devitt-Jones Graduate Excellence in Teaching award (for example: 2016 = **Monica Fernandez, Irina Mozuliova, and Alejandra Cerdas-Cisneros**; 2020 = **Kailey Corpman, Gilberto Garcia**).

APPENDIX B

Content:

1. CMLL Student Evaluations average for the last 5 years
2. CMLL Programs Assessment Data (last 5 years)
3. ADFL-MLA Language Consultancy by Dennis Looney (2018)
4. Student support letter for CMLL by Jazmyn L. Martinez

CMLL Student Evaluations average for the last 5 years

Term	Q1: Objectives	Q2: Instructor	Q3: Experience
Spring 2016			
Term Department Mean	4.7	4.64	4.56
University Mean	4.59	4.46	4.43
Fall 2016			
Term Department Mean	4.6	4.53	4.42
University Mean	4.57	4.43	4.39
Spring 2017			
Term Department Mean	4.68	4.64	4.57
University Mean	4.56	4.41	4.38
Fall 2017			
Term Department Mean	4.6	4.5	4.4
University Mean	4.5	4.3	4.3
Spring 2018			
Term Department Mean	4.6	4.5	4.4
University Mean	4.5	4.3	4.3
Fall 2018			
Term Department Mean	4.6	4.5	4.5
University Mean	4.5	4.3	4.3
Spring 2019			
Term Department Mean	4.6	4.5	4.5
University Mean	4.5	4.3	4.3
Fall 2019			
Term Department Mean	4.6	4.5	4.5
University Mean	4.5	4.3	4.3
Spring 2020			
Term Department Mean	4.6	4.5	4.5
University Mean	4.5	4.3	4.3
Fall 2020			
Term Department Mean	4.6	4.4	4.3
University Mean	4.5	4.3	4.3

CMLL Programs Assessment Data (last 5 years)¹

SLO 1 Language proficiency. Percentage of graduating Language and Culture majors with L2 proficiency no lower than the **intermediate-mid level**, on the ACTFL Scale of proficiency.

Academic Year	Writing	Speaking	Reading
2019-2020	90%	95%	100%
2018-2019	71%	86%	91%
2017-2018	89.4%	89.4%	89.8%
2016-2017	86.2%	76.2%	85.9%
2015-2016	72%	69.5%	67.8%

SLO 2 Professional Skills. Students will communicate effectively and think critically.

Academic Year	Communication Literacy	Critical Thinking
2019-2020	95%	92%
2018-2019	96%	93%
2017-2018	89.5%	88.7%
2016-2017	n.a. (change in assessment)	90.5%
2015-2016	n.a. (change in assessment)	n.a. (change in assessment)

SLO 1 Core Knowledge. L&C majors will demonstrate core knowledge in their specialization.

Academic Year	Core Knowledge	Research Skills
2019-2020	95%	94%
2018-2019	93%	91%
2017-2018	88.7%	90.7%
2016-2017	90.5%	86.5%
2015-2016	78.9%	77.3 %

SLO 1 Language proficiency. Percentage of Graduating Spanish majors with second language proficiency no lower than the **intermediate-high level**, on the ACTFL Scale of proficiency.

Academic Year	Writing	Speaking	Reading
2019-2020	61%	41%	85%
2018-2019	62%	43%	82%
2017-2018	91%	65.2%	89.7%
2016-2017	67%	57.2%	73.9%
2015-2016	52.3%	57.2%	41%

SLO 2 Professional Skills. Students will communicate effectively and think critically.

Academic Year	Communication Literacy	Critical Thinking
2019-2020	92%	92%
2018-2019	93%	92%

¹ Note that some L&C standards are lower than Spanish, due to the increased difficulty of these languages. Assessment methods have also changed over time, generating different results.

2017-2018	87.3%	92.8%
2016-2017	n.a. (assessment changed)	89.2%
2015-2016	n.a. (assessment changed)	n.a. (assessment changed)

SLO 1 Core Knowledge. Students will demonstrate core knowledge in their specialization.

Academic Year	Core Knowledge	Research Skills
2019-2020	92%	95%
2018-2019	94%	93%
2017-2018	91.8%	94%
2016-2017	89.2%	91.3%
2015-2016	100%	91.4 %

[ADFL-MLA Language Consultancy by Dennis Looney \(2018\)](#)



Texas Tech University
ADFL-MLA Language Consultancy Service

Conducted by Dennis Looney
8-9 October 2018

Overview and summary

At the invitation of Susan Larson, Qualia Professor of Spanish, in conjunction with the former chair, Erin Collopy, and current chair Carmen Pereira-Muro of the Department of Classical and Modern Languages and Literatures (CMLL), I made a consultancy visit to Texas Tech University, to review with various constituencies many aspects of the challenges of curricular change, from undergraduate to graduate. I met separately with faculty from the following programs in the department: Spanish and Portuguese; French; German; Classics; and Applied Linguistics; and I met with Carmen Pereira-Muro separately. I also held an open session that brought together faculty from CMLL and English to discuss graduate curriculum reform and another that brought together graduate students and faculty from CMLL and English to explore the MLA’s Connected Academics initiative. Finally, I gave a public talk in the campus student union, “What Makes a Course, a Curriculum, a Program in the Humanities Click?”

Reasons for the consultancy visit

The main issues on the table were: 1) how to revise, reform, revamp programs and curricula in modern languages, undergraduate and graduate, given the current challenges at Texas Tech (which are similar to those at most institutions); 2) how to integrate various subgroups of the departments and programs via curricular innovation; 3) how to connect with students from STEM fields more effectively. Reduced undergraduate enrollments in recent years, the dwindling number of majors across languages, the challenges of bringing in good graduate students for the MA level programs, and the challenging market in academic positions for

doctoral graduate students—all these factors combine to create a situation that requires a new response.

The spirit of collaboration among faculty in the various programs within the department suggests that now is an opportune moment to move forward with a concrete proposal for curricular innovation, which could be carried out in at least two different ways: within specific programs, e.g. within the Spanish program, and also across programs, e.g. all the other languages except Spanish. The more *tentacular* the groups at the table can be, the better for each of you and for the larger whole. If faculty members are uncomfortable discussing how to *market* courses, programs, the department, the humanities, I urge them to think of marketing as a form of promotion or even *advocacy*. I encourage you to use this moment to inculcate in a curriculum how you articulate the public value of what you do—research, teaching, and service.

What to do: some recommendations for all programs in the department

- **Curriculum:** What can faculty realistically accomplish in the context of curriculum development and revision, whether undergraduate or graduate? Set goals, create a calendar of actions to take, assign specific deadlines, choose one area initially and work at transforming it. The difficult task of re-conceptualizing traditional curricula will have positive results on undergraduate enrollments, which will in turn, and where applicable, support graduate enrollments.
- **Student-centered focus:** For all the programs, the best starting place is to imagine the student, whether BA or MA or doctoral, at the center. If faculty in a given program can agree on what the student at the conclusion of a specific course of study should look like—what does a major in French look like at TT? What does an MA in applied linguistics know and do? What does a phd in Spanish look like?—then the next step is to imagine the coursework connected with a curriculum that will produce that kind of student.
- **Skills.** Another way to say that the student should be at the center is to challenge faculty rethinking the curriculum to account for the skills that students learn at each level of the curriculum. E.g., what should be happening in the third-year courses in a given language/culture sequence?
- **Backward design**, which I mentioned at several points, is helpful in this regard (see Wiggins and McTighe (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.). If colleagues can agree on what skills and knowledge a student should have at the completion of the degree, they should also be able to agree on the various pathways that can lead to that outcome. Recognizing that colleagues have a variety of interests, it is worth noting that multiple pathways can lead to a completed degree.
- **Some other general steps to take** at the departmental level:
 - Unlike many peer departments, CMLL has good mission and vision statements, but one thing to add is reference to career opportunities.
 - Invite graduating majors to evaluate the program and then use their input in thinking about curriculum and continue to stay in touch with them after graduation at strategic intervals

- Set up an alumni board (perhaps making it program specific)
- Create a community advisory board for the department as a whole
- Connect with feeder schools—high schools and two-year institutions
- Schedule a retreat for specific programs and/or the entire department to discuss the details of curricular change
- Redesign the website (if allowed) with the student’s perspective in mind
- Make it as easy as possible for students to find current and upcoming courses
- Don’t simply point to the online catalog
- Compete for Title VI [UISFL grants](#) from Department of Education (Undergraduate International Studies and Foreign Language).

UNDERGRADUATE

- 1) **B.A. in LACU.** Option 1. Comparative literature, world literature, global literature, and translation studies are relatively straightforward ways to bring together faculty from different linguistic and national traditions. Examples abound among peer institutions.
 - a. The B.A. in Languages & Cultures could take better advantage of the possibility of being a degree in world literature.
 - b. The [University of Arizona](#) has an innovative space for Public and Applied Humanities in the curriculum that includes options for the study of world literature at the BA level. It may be that Texas Tech has that in place in CMLL.
 - c. A capstone course in translation would be beneficial to a variety of programs across the department and can have an important outward-facing module with translations or interpreting work completed in or for the public sphere.

- 2) **B.A. in LACU.** Option 2. Explore the possibility of revising the series of B.A. options in Classics, French, German, and Russian into a more clearly-defined single undergraduate degree that would focus on Languages and Cultures for Professions, which could be designed to appeal to students in STEM. This option could also include Spanish. Some possible models:
 - a. [Iowa State’s Languages and Culture for Professions \(LCP\)](#)
 - b. [Georgia Tech](#), has several undergraduate degrees that are innovative and worth examining for how they combine languages and culture in a STEM school.
 - c. A combined degree that emphasizes a Global Studies/International Careers option such as Michigan State University’s [Global Studies](#), which has as one of its goals to connect the study of the humanities with other fields.
 - d. Tracks on languages and careers across campus to programs where CMLL faculty already have established some connections, e.g. German and engineering, French and business.
 - e. **French** programs at U Wisconsin-Milwaukee and at U Alabama-Birmingham have created interesting courses on French and health-related topics, including nutrition that might complement a course that Carole Edwards mentioned on food and France.
 - f. A track that combines languages and economics, e.g. [Georgia State](#).
 - g. Develop a shared capstone course for any sort of combined, cooperative degree
 - h. All these tracks might include professional internships.

- i. [Languages across the curriculum](#) A nationwide consortium, which includes UNC-CH, Minnesota, Cornell, Iowa, Utah and others, that encourages collaborative curricular redesign might provide more models. Such programs are often strengthened by collaborative efforts across departments (team teaching, cross listing, dual majors and minors, etc), interfacing with study abroad programs, working relations with advising centers, aggressive recruitment of students and potential majors, and web sites that publicize innovative curricular offerings.

3) Classics.

- a. There is a growing field on many campuses, **Mediterranean Studies**, in which faculty in Classics are often key players. Successful models abound.
 - i. See the [University of Michigan's initiative on Mediterranean Studies](#) with a core cluster of departments that includes Classics, Romance Languages, Art History, and Judaic Studies.
 - ii. The University of Minnesota offers the working-group model for faculty and advanced students, [Graduate School Research Collaborative in Mediterranean Studies](#), which seems not to include Classics but could.
 - iii. [The Mediterranean Seminar](#), founded at UC Santa Cruz and currently housed at the University of Colorado-Boulder, is a broad undertaking to create venues for research and teaching of the Mediterranean from past to present.
 - iv. The School of Literatures, Cultural Studies, and Linguistics at the [University of Illinois-Chicago](#) actually houses a Department of Classics and Mediterranean Studies. And there are plenty of other models emerging.
- b. **Strategies to enhance retention** in Classics courses across the country include
 - i. the use of online modules; e.g., University of Massachusetts Boston incorporates online options into its version of 002 with Wheelock;
 - ii. the use of peer-to-peer group work at each level;
 - iii. role-playing where possible, for which Wake Forest Classics is a leader;
 - iv. the use of spoken Latin pioneered by Paideia Institute; see University of Kentucky *et alii*.
- c. **Some courses taught in Classics around the US but not at Texas Tech.**
 - i. The Good Life (often co-taught with Philosophy)
 - ii. Greek Tragedy and Film
 - iii. Classics and Film
 - iv. The Legacy of Greece and Rome
 - v. Classical Roots of Western Literature
 - vi. Classical Background of English Literature
 - vii. Translating the Classics
 - viii. Greek New Testament
 - ix. History of Science sequence that could reach out to students in math, physics, astronomy, engineering, anatomy, biology, botany
 - x. Archimedes for Engineers
 - xi. Public Speaking (with ROTC)

GRADUATE (general comments applicable for MA or PhD program in CMLL)

- 4) Explore the possibility of a combined graduate degree/program, supported by the appropriate programs in CMLL and other departments in the humanities.
 - a. E.g. [Vanderbilt University's CMAP degree](#), a graduate program that links graduate work in a traditional field with work in digital humanities and new media, designed to prepare students for work in the academy and/or beyond the academy.
 - b. Georgetown University is currently involved in an exercise that they call [Reinvent the PhD](#), with this [fact sheet](#) on the project.
 - c. Georgia Tech, [M.S. in Applied Languages and Intercultural Studies](#), is a new model for combining languages and cultural studies at the master's degree level.
 - d. Less involved is the sharing of single courses across programs or departments:
 - i. E.g., a course on literary and cultural theory like this one from the University of Pittsburgh: *Introduction to Literary and Cultural Theory. In this course intended for beginning graduate students in the modern languages, students will survey major movements and concepts in literary and cultural theory of the 20th/21st centuries. These theories provide important ways to think about how to read and interpret literature, film, and other cultural artifacts, and, as such, form an important background to graduate studies in the Humanities. This course is meant to provide students a general background in theory that they can further develop in certain areas as they continue their studies. The course will be taught in English, and all readings will be available in English.*
 - ii. E.g., a course in applied linguistics/ foreign language pedagogy.
 - iii. A proseminar in humanities research, which emphasizes new media, scholarly communication, digital humanities
 - iv. I met a few graduate students who commented on the lack of administrative coordination among departments. A survey of current graduate students across humanities programs to discover what they expect might be helpful. I had the sense that graduate students in the humanities may already be acting like a more unified cohort than faculty realize. I.e., they are several steps ahead in collaborative work and with proper coordination and guidance could lead the way toward a new configuration of graduate work in the humanities at Texas Tech.
 - v. Create PIPA (professional, internships, practica, applied work) courses and use them to place your students, graduate or undergraduate, in the humanities ecosystem that surrounds Texas Tech in the greater Lubbock area. Use this moment to ramp up your engagement with the public.
 - e. Whatever new models for graduate program(s) emerge from the ongoing discussion, it is timely to bear in mind the MLA's initiative on careers beyond the academy, [Connected Academics](#), which was shared and discussed in some detail with graduate students on 9 October. The initiative has produced valuable statements on [transferable skills](#), how to distinguish a [résumé](#) from a CV, how to [interview for a non-academic job](#), in addition to much more. And

here is a [growing bibliography](#) designed to help faculty think about preparing for and engaging in the reformation of graduate studies in the humanities.

January 21, 2021

Jazmyn L Martínez
Undergraduate Student
Texas Tech University

Departmental Excellence in Teaching Award Committee:

I am writing in reference to the Department of Classical and Modern Languages and Literatures (CMLL) application for the Teaching Academy's Departmental Excellence in Teaching Award. The CMLL department is extremely committed to supporting its students and preparing them academically and professionally through their excellence in teaching, research, and mentorship. Faculty in the CMLL department not only make great contributions to their areas of study through research, but they also serve as great mentors and role models for their students.

I began in this department as an undergraduate student with a minor in Spanish, however after taking several classes in the department I changed my degree to become a double major in Spanish. The department has been able to create an engaging and supportive learning environment for students department, and has been able to maintain this despite the challenges faced with online learning due to COVID-19. The faculty of the CMLL department is able to take material and transform it into intriguing topics through a balanced use of lecture, discussion and in-class workshops. Because of the teaching excellence within the department and the great preparation the faculty gave me in my undergraduate studies, I decided to apply for a Master's program within CMLL. I have met many faculty within the department that have served as great mentors and through their support and mentorship I was recently accepted into a Master's program where I will continue to be a part of this excellent department as a graduate student. I am also a research assistant within the CMLL department and through this I have learned important research skills, as well as how to identify transferable skills and use them not only in academia but in the professional world.

I would recommend the CMLL department for this award because teaching excellence is demonstrated constantly across the entire department. The CMLL department demonstrates excellence in teaching, research, and mentorship while embracing and teaching students to embrace the diversity if their communities and the wider world.

Sincerely,

A handwritten signature in black ink that reads "Jazmyn L. Martínez". The signature is written in a cursive, flowing style.

Jazmyn L Martínez



TEXAS TECH UNIVERSITY
College of Arts & Sciences™

Department of Classical & Modern Languages & Literatures

David Foshee
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January 25, 2021

As a Graduate Part-time Instructor and Ph.D. candidate in Spanish Literature and Culture, teaching Spanish in the College of Modern Languages and Literatures at Texas Tech for the past four years has provided me with invaluable experience. Throughout my journey as an instructor, which has included teaching many of the Spanish courses offered by our program, the department has encouraged and supported me all along the way. This is a program which has built its identity around a fundamental belief in the advantages of using a communicative, flipped-language approach to teaching Spanish. At the same time, I have found it to be a well-structured, supportive environment with ample resources for both instructor and student alike. One of the greatest benefits I have obtained while working as a GPTI has been the training and development in online instruction. I have discovered that the Department of Spanish at CMLL is committed to providing the best online program for our students while constantly ensuring that the courses taught online reflect the most innovative techniques and best practices in the field. For me this included a six-week intensive workshop which explored not only ways to improve instructor technological competence but also instructor presence and student participation in the online classroom. My students in those courses have often expressed their satisfaction with the level of engagement experienced in our department's online program. Additionally, the traditional face-to-face component of Spanish courses is designed such that the classroom becomes a virtual laboratory for immersive communicative practice in the target language. I have found it to be a warm, engaging and fun environment for both student and teacher. Overall, my four years of teaching in the CMLL Spanish Department at Texas Tech has been a time of remarkable learning and growth which has far exceeding my expectations and hopes.

Sincerely,

David Foshee