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TLAC Conference Grant Program Application

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Conference details

Conference: Lilly Institute's New and Experienced Faculty Learning Communities (FLC)
Developer's Institute (<https://www.lillyinstitutes.com/>)

Location: Traverse City, MI

Dates: June 18-20, 2018

Essay

Rationale

While I am a frequent attendee, presenter, and seminar organizer at discipline-specific conferences that focus on German Studies and on the literary analysis of texts and films, I have had few opportunities to attend conferences focused on teaching and learning. At NMU, I have actively partaken in multiple Center for Teaching and Learning (CTL) workshops, attended the first Upper Peninsula Teaching and Learning Conference in May 2017, and participate in three Learning Circles organized by the CTL. I have found the Learning Circles to be an incredibly enriching part of my job at NMU and they have positively influenced my teaching and research. However, I am interested in developing Faculty Learning Communities (FLCs) at NMU in an attempt to move beyond the book club-like format of Learning Circles and establish an FLC that encourages and supports faculty to investigate and employ new methods of teaching and assess the student learning that results.

At the Lilly Institute's New and Experienced FLC Developer's Institute, I plan to attend all sessions lead by FLC and SOTL experts Dr. Milt Cox, founder and Director Emeritus for the Enhancement of Learning, Teaching, and University Assessment at Miami University, and Dr. Todd Zakrajsek, Director of Faculty Development Fellowship at the University of North Carolina (see schedule below). I look forward to learning best practices in developing FLCs from both facilitators who have extensive experience directing Lilly Conferences on College and University Teaching and Learning.

June 18, 2018 | 1:00pm - 5:00pm

Welcome
Forming Institute FLCs
Getting Started
Opening Reception
Dinner (*on your own in Traverse City*)

June 19, 2018 | 8:30am - 5:00pm

Breakfast (*included*)
FLC Basics, Details
FLCs and SoTL (Scholarship of Teaching and Learning)
Lunch (*included*)
FLCs and Assessment
Dinner (*on your own in Traverse City*)

June 20, 2018 | 8:30am - 12:30pm

Breakfast (*included*)
Leading and Facilitating FLCs and FLC Programs
Presentation of FLC Plans
Lunch (*included*) & Continuation of Presentations of FLC Plans

Interest in teaching and pedagogy

I have been interested in teaching and pedagogy ever since I worked as a language assistant as an undergraduate. As a graduate student, I had the opportunity to work with experts in the field of Second Language Acquisition (SLA) and assist in developing and teaching a German Studies curriculum at the forefront of language education in this country. Over the past 5 years, the demands of the academic job market have necessitated a focus on my own scholarly work in German literary and cultural studies. While my scholarship informs my teaching, I am excited about the opportunity to focus on how FLCs could be utilized to help me and others at NMU improve our teaching methods.

While my teaching is informed by my research on contemporary German literary and cultural studies, my pedagogical approach has been greatly influenced by courses from and collaboration with Second Language Acquisition (SLA) specialists at Georgetown and Emory. Their contributions to the field of SLA have greatly shaped my own pedagogy and led me to believe that the goal of learning a language is not to acquire a set of ideas and concepts with which one becomes comfortable, but rather to gain the skills in order to engage new semiotic worlds through contextualized meaning-making. These experiences not only inform my own pedagogy, but also how I understand curricular development. Since German is a relatively small field, I have worked closely with specialists on *and* off campus. For example, in collaboration with colleagues at seven other American universities, I am participating in a pilot study of a new introductory German textbook (and online workbook) written by SLA specialists at PENN and UC Irvine entitled *Augenblicke: German through Film, Media and Texts* for the GR 101-202 sequence. This collaboration has enabled me to strengthen NMU's German curriculum, even though we only have two faculty members. In addition, *Augenblicke's* pedagogical approach is firmly rooted in collaborative learning techniques. While I have begun to employ some of these techniques in my own classroom, I hope that my participation in the workshop would allow me the tools to develop a FLC. This FLC would be a supportive environment in which to explore, research, and assess the application of collaborative learning techniques in the classroom, not only in my 100-level German classes, but also my other courses, and in the courses of other participants.

Sharing information with colleagues at NMU

The Department of Languages, Literatures, and International Studies is very interested in developments in pedagogy, especially related to second language acquisition in adults. We have been discussing the need for a more articulated curriculum and cohesion between the different levels of instruction and the different faculty who teach in each program. I am therefore especially in exploring how developing a FLC might assist us in collaborating and articulating a continuum of learning in our programs.

I plan to present what I have learned at the institute to my colleagues at a departmental faculty meeting or retreat in the fall 2018, and, if they are interested, with my colleagues in the CTL and Gender and Sexuality Studies Program.

Funding request and eligibility

I am requesting \$1475 to supplement my AAUP Professional Development funds to attend the FLC Developer's Institute. My primary objective is to attend all presentations and workshops that will give me ideas to improve my teaching, collaborate with colleagues at NMU, and further develop FLCs at NMU.

I am a full-time assistant professor and am currently in my third year at NMU. I teach all levels of German language, literature, and culture, as well as International Studies and Honors courses.

Budget

Based on searches of relevant websites, I estimate the following expenses for attendance at the FLC Developer's Institute:

Conference registration	\$675 (\$600 if registered before 4/2/18)
Hotel	\$500
Transportation to and from Traverse City	\$150
Food	\$150
TOTAL	\$1475

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Education

Ph.D. in German with Distinction, January 2013
Georgetown University, Washington, DC

M.A. in German, October 2008
Georgetown University, Washington, DC

B.A. in German with Honors, *magna cum laude*, June 2006
Carleton College, Northfield, Minnesota

Academic & Professional History

Assistant Professor, Northern Michigan University, Marquette, MI, Department of Languages, Literatures, and International Studies, Fall 2015-present

Instructor, Emory University, Atlanta, GA, Department of German Studies, Fall 2014-Spring 2015

Visiting Assistant Professor, Hood College, Frederick, MD, Department of Foreign Languages and Literature, Spring 2014

Instructor/Lecturer, Georgetown University, Washington, DC, Department of German, Summer 2007-Fall 2013

Research Interests

- 20th and 21st-century German literature and culture
- Turkish-German literature and other minority literatures
- Intersections between literature, politics, and international law
- Second Language Acquisition in adults and pedagogy

Publications (a selection)

- “The Politics of Memory and Implication in Nicol Ljubić’s *Meeresstille*.” *From Berlin to Bosphorus: German-Balkan Entangled Histories in the Twentieth Century*. Forthcoming in 2018.
- “Putting the Past and Present on Trial: Migration and Memory in Ludwig Laher’s Documentary Novel, *Verfahren*.” *The Eastern European Turn in Contemporary German-Language Literature*. Spec. issue of *German Life & Letters* 68.2 (2015): 190-210. Print.
- “Abschied von typischen 9/11 (Satz-)Zeichen. Multidirektionale Erinnerungen aus New York und Bagdad in Thomas Lehrs *September. Fata Morgana*.” *Abschied von 9/11? – Distanznahmen zur Katastrophe*. Hg. Stephan Packard und Ursula Hennigfeld. Frank & Timme, 2013. 87-107. Print.

Conference Presentations (a selection)

- “From YouTube to the Berlinale: European Representations of Refugees in Fiction and Film.” Literature/Film Association Annual Conference: Politics, Ethics, and Adaptation. Missoula, MT, October 2017.

- “Whodunit?: The Global Refugee Crisis and Implicated Subjects in German Crime Fiction.” Northeast Modern Language Association Conference. Baltimore, MD, March 2017.
- “All at Sea: Refugees and Responsibility in Merle Kröger’s *Havarie*.” Binghamton University German Studies Colloquium: Dis-placements, Refuge and Other Cultural Belongings. Binghamton, NY, April 2016.
- “Against Amnesia: The Past in Ultracontemporary Germanophone Literature.” 21st International Conference of Europeanists. Washington, DC, March 2014.
- “Abschied von typischen 9/11 (Satz-)Zeichen. Stimmen aus New York und Bagdad in Thomas Lehrs *September. Fata Morgana*.” Abschied von 9/11. Wie man aufhört, von der Katastrophe zu erzählen. Interdisziplinäres Symposium an der Universität Freiburg, November 2011.
- “Textbook and Cultural (Con)Texts: A Proposed Alternative to the Textbook in the First Year of a Literacy-oriented German Curriculum.” (with Lone Petersen) American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention. San Antonio, November 2007.

Curriculum Development Experience (a selection)

Pilot Study, *Augenblicke: German Through Film, Media and Texts*, May 2016-present

Collaborating with the authors and fellow piloting instructors of this new innovative introductory German textbook in order to edit and improve it before publication.

Initiative on Technology-Enhanced Learning, Blending an Upper-Division German Course, Georgetown University, Fall 2013-Spring 2014

Integrated technology-assisted tasks into an upper-division German course.

Blended Course Design, German 316/516: Present Pasts: The Politics of Memory in German Culture, Hood College, Fall 2013

Designed a blended upper-division German Studies course to be taught in English to Hood College and Mount St. Mary’s University advanced undergraduates and graduate students.

Curricular Development, Georgetown University, 2006-2008

Developed an Introductory German unit with authentic texts titled *Schein und Sein: Mode und Identität*. Piloted January-February 2008. Now fully integrated into the Department of German curriculum.

Academic & Community Service (a selection)

- **Committee Member**, Committee on Internationalization, Northern Michigan University, Fall 2016-present
- **Committee Member**, Gender & Sexuality Studies Program, Northern Michigan University, Fall 2015-present
- **Co-chair** (with Simone Willnath), “Belles-Lettres of the Law: Legal Systems, Failures, and Justice” 3-day seminar. American Comparative Literature Association Annual Meeting. New York, March 2014
- **Committee Member**, Fulbright Endorsement Committee, Georgetown University, Fall 2013
- **Committee Member**, Humanities Assessment Initiative, Georgetown University, Fall 2010-Spring 2014
- **Participant**, Faith and Intellectual Life Reading Group, Georgetown University, Fall 2010-Spring 2014