

**NOMINATION COVER SHEET**  
**2010 Virginia Outstanding Faculty Awards**

<b>1. <u>NAME</u></b>	
Full (Legal): <b>Ellen Cecilia Mayock</b>	Preferred First Name: <b>Ellen</b>
<b>2. <u>INSTITUTIONAL INFORMATION</u></b>	<b>3. <u>PROFESSIONAL INFORMATION</u></b>
Institution: <b>Washington and Lee University</b>	Academic Discipline: <b>Hispanic Languages, Literatures, and Cultures</b>
Rank/Position Title: <b>Professor of Spanish</b>	Specialization/Field: <b>20<sup>th</sup>-century Peninsular (Spanish) literature and culture</b>
Year Rank/Title Attained: <b>2008</b>	Type of Terminal Degree: <b>Ph.D.</b>
Years at Institution: <b>12</b>	Year Awarded: <b>1996</b>
Campus Email Address: <b>mayocke@wlu.edu</b>	Awarding Institution: <b>University of Texas at Austin</b>
Campus Phone: <b>(540) 458-8816</b>	
Campus Mailing Address: <b>Dept. of Romance Languages Tucker Hall Lexington, VA 24450</b>	
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***Please check only one box:***

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:
- RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer) \_\_\_\_\_

Printed Name: **Kenneth P. Ruscio, President**

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**ii. Excerpts from Mission Statement**

Washington and Lee University provides a liberal arts education that develops students' capacity to think freely, critically, and humanely and to conduct themselves with honor, integrity, and civility. Graduates will be prepared for life-long learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

### iii. Summary of Accomplishments

#### Teaching

Students most often cite breadth and depth of knowledge, passion for her subject matter, and connection to students as the hallmarks of Ellen Mayock's teaching. Mayock has taught and published broadly in the areas of Romance Languages, Women's and Gender Studies, and Latin American and Caribbean Studies. Her work in each area enriches her all-around teaching, allowing her to adopt a consistently multicultural approach, incorporate up-to-date technology, engage students individually, in small groups, and as a full class, and appeal to students' individual talents and interests. In her 12 years at Washington and Lee, Mayock has been instrumental in the foundation of two interdisciplinary programs, has **developed 12 new courses, and has taught over two dozen different courses**. These are highly unusual feats in increasingly specialized academic departments. Mayock teaches **6 courses per year** at the 100-level (beginning and intermediate Spanish language; community-based learning in Spanish with students using their Spanish in a volunteer context), the 200-level (surveys of literature, introduction to culture and civilization, advanced conversation topics, introduction to literary analysis), the 300-level (advanced courses in literature, culture, and language for majors), and the 400-level (independent studies, capstones, and honors theses). Mayock believes firmly that students need careful preparation in skills and knowledge, an opportunity to test their skills in the world around them, and challenging assignments in synthesis and analysis. As a result, Mayock has been the forerunner in her department, in the Women's and Gender Studies Program, and in the Latin American and Caribbean Studies Program to incorporate community-based learning into her courses. No professor at Washington and Lee has taught a greater variety of courses with service-learning components. A keen advocate for international education, Mayock has taught students abroad in Spain and in the Dominican Republic five times in her 12 years at the institution. The following is a partial list of the courses Mayock teaches at Washington and Lee:

#### **1997-2009, Washington and Lee University**

##### **Department of Romance Languages:**

**Spanish 326, Spanish Prose Fiction.** Mayock shares her expertise in the Spanish novel in this course on 19<sup>th</sup>-21<sup>st</sup> century Spanish fiction. Students read four novels in Spanish (in 12 weeks) and write book reviews, textual commentaries, full-length theme papers, and short stories to demonstrate their ability to read and analyze text in the context of an ever-changing Spain. Major themes include literary movements and their analogs in the plastic arts; religion, faith, and charity; existentialism; the Spanish Civil War; and historical memory. In addition, students look at the influence of the publishing market and its evolution from the serial novels published in 19<sup>th</sup>-century newspapers to major marketing strategies such as e-novels and literary prizes.

**Spanish 392, Field Work in Advanced Grammar and Translation.** As the Romance Languages Department aims to expand its offerings in language at all levels, Mayock has created community-based language courses at the 100, 200, and 300 levels. These are courses in which students complete significant out-of-class assignments in addition to the rigorous in-class work. Spanish 392 is an advanced Spanish seminar devoted to the reinforcement of Spanish grammar and the analysis of theoretical themes surrounding Spanish grammar and translation. Special thematic attention is paid to Spanish speakers in the United States. In its 2009 debut, 392 students completed a translation from English to Spanish of the Rockbridge Area Hospice manual, which contained documents in the areas of law, medicine, and social work. The Hospice is now using the Spanish version of its manual as it takes in Spanish-speaking clients from the community.

**Spanish 161-162, Intermediate Spanish.** Mayock shares the teaching of multiple sections of beginning and intermediate Spanish language with all of her colleagues in Romance Languages. In addition, Mayock has served several times as the coordinator of the multi-section intermediate course, a role she has assumed again for the current school year. In this intermediate (lower level) sequence, Mayock emphasizes expansion of vocabulary, review of grammatical structures, introduction to reading many different types of text, writing compositions, and, above all else, listening and speaking. Class is conducted 99% in Spanish, and students learn to express themselves solely in the language as they work to enhance their skills. Mayock uses a variety of techniques to keep students engaged and learning. These include poetry recitations, graded extemporaneous situations, Internet resources, and “cold calling” (guided conversations through technology “telephones”).

### **Women’s and Gender Studies:**

#### **WGS 120, Introduction to Women’s Studies and Feminist Theory.**

WGS faculty have shared in the design and revisions to the introductory course for Women’s Studies. Mayock’s particular contributions to the course include giving it a web presence and incorporating a service-learning component for students to work 1-2 hours a week with women and women’s agencies in the Rockbridge community. Given that students hear early on about the feminist slogan “the personal is political,” their work in the community allows them to see gender issues on both individual and collective levels. Students choose among a variety of placements, including working at Project Horizon (a shelter from domestic abuse), building houses with Habitat for Humanity’s “Women’s Build,” serving as reading group leaders at Kendal, an area home for seniors, interning with the local chapter of the National Organization for Women, and designing and implementing programs for “She Speaks,” a women’s issues radio program that the class founded for the University radio station, WLUR.

#### **Latin American and Caribbean Studies: LACS 195, Hispanic Feminisms.**

Mayock offered the first 100-level rotating topics course in the new Latin American and Caribbean Studies Program. “Hispanic Feminisms” allows students to explore the development of feminist movements and theories in Spain, Latin America, and the United States. In order to understand the intersections between and among gender, race, and class in the “Hispanic” world, students examine key concepts such as theories of feminism, borders, heteronormativity, and *mestizaje* and apply them to select fiction, non-fiction, and filmic texts.

\* All course syllabi are available online: <http://home.wlu.edu/~mayocke/courses.htm> .

### **Discovery**

Before arriving at Washington and Lee in 1997, Mayock’s co-authored practice and activity book for Holt Rinehart and Winston’s *¡Ven conmigo!* series was published. Since Mayock’s arrival at Washington and Lee, Mayock has had another book published and has a co-edited volume under contract with McFarland. During her 12 years at W&L, Mayock has also published over 25 articles in peer-reviewed journals and scholarly volumes, averaging just over two per year. This level of production is unusual for humanities professors at all types of institutions of higher learning. The body of articles establishes Mayock as an authority in the distinct areas of the Spanish novel, literary naturalism, feminist theory, and U.S./Latino literature. Again, few scholars can claim expertise in such diverse areas of study. Mayock’s critical works have been appearing on undergraduate and graduate syllabi for over a decade, suggesting that her research anticipates and addresses themes that often arise in the classroom.

#### **Book: *The ‘Strange Girl’ in the Twentieth-Century Spanish Novel (UP of the South, 2004).***

The book uses Spanish author Carmen Martín Gaité’s term “strange girl” to examine the

evolution of the portrayal of this type of character through the different periods of 20<sup>th</sup>-century Spain, including the Second Republic, the Franco Regime, the Transition to Democracy, and the contemporary period. Themes surrounding the “strange girl” are examined through theories of narrative, feminism, and historical memory.

**Co-edited Volume: *Ruptured Selves, Resisting Bodies. Feminist Activism in the Academy* (forthcoming with McFarland, 2010).** Mayock is co-editing this work with Professor Domnica Radulescu of Washington and Lee. The volume’s contributors explore questions of hierarchy, language, law, and mentoring in the context of gender and race in academic institutions. Mayock is writing the introduction to the volume and has also contributed an essay.

#### **Recent articles of note include:**

“Nostalgia de sí mismo’ en *De mi vida real nada sé* de Ana María Moix.” *Anales de la literatura española contemporánea* 34:1 (2009): 137-57. This is Mayock’s third essay on contemporary Spanish author Moix and is published in this leading journal in Mayock’s field. This particular essay treats Moix’s short stories, rather than her novels.

“Naturalism and the Self in Rosa Montero’s *La hija del Caníbal*.” *Women in the Spanish Novel Today: Reflections of Self in the Works of Three Generations of Writers*. Jefferson, NC: McFarland, 2009. 57-75. This solicited essay appears in a volume whose contributors include many of the most well-known critics of the 20<sup>th</sup>-century Spanish novel. The work is part of Mayock’s larger project on Spain’s contemporary “neo-naturalists,” whose concerns echo many of those of their 19<sup>th</sup>-century novelist counterparts.

“El acordeón y la ballena: el naturalismo en *Madera de boj*.” *Anuario 2006 de estudios celianos. La obra del literato y sus alrededores: Estudios críticos en torno a Camilo José Cela*. Eds. Eloy E. Merino y Carlos X. Ardavín Trabanco. Iria Flavia, Spain: Universidad Camilo José Cela y la Fundación Camilo José Cela, 2006. 133-49. Mayock’s essay on Spain’s Nobel novelist Camilo José Cela appears in this volume with those of the most recognized of Cela critics. After the publication of this essay, Mayock was invited to complete research on Cela at the Cela Foundation in Iria Flavia, Spain.

“Family Systems Theory and Almudena Grandes’ *Las edades de Lulú*.” *Anales de la literatura española contemporánea* 29:1 (2004): 235-56. Published in this leading journal in Mayock’s field, this essay employs clinical psychology’s family systems theory as a means to look at sociological portraits of the family in the late Franco period and the early days of the Transition.

“The Bicultural Construction of Self in Cisneros, Alvarez, and Santiago.” *The Bilingual Review/La Revista Bilingüe* 23:3 (Fall 1998): 223-39. This essay was one of the first to attempt to synthesize the exile’s experience of what Julia Alvarez terms “shifting from foot to foot” through an examination of novels by three key authors (Mexican-American, Dominican-American, and Puerto Rican).

#### **Knowledge Integration**

Although trained principally to be an expert on 19<sup>th</sup>- and 20<sup>th</sup>-century Spain, Mayock always emphasizes the importance of Spanish as a world language and as a generator (in part) of many different world cultures. While most Hispanists traditionally teach either on the “Peninsular” (Spanish) side or the Latin American side, **Mayock has done outstanding work in and beyond her field through the connection of the Spanish language to Spain, Latin America, and the United States.** This **more global approach** carries through to Mayock’s students, who work with Mayock through courses, capstones, theses, and summer research on

topics such as Argentine writer Julio Cortázar's stories of the fantastic, Catalan literature and film, testimonial writers of Central America, and changing demographics and cultures of the cities of the United States. Mayock's collaboration with students in the exploration of key research questions has allowed the students to discover themes that become important to them beyond their undergraduate education—as they embark upon their own teaching careers, graduate study, medical and law school, and employment in business and study abroad.

The publication of Mayock's and Sawhill's practice and activity workbook demonstrates Mayock's ability to understand and address students' needs beyond the classroom and beyond the textbook. In her upper-level literature and culture classes and in summer research with R.E. Lee Scholars at Washington and Lee, Mayock has explored with students numerous research questions that have informed the body of Mayock's work. Mayock's critical works on contemporary Spain have been tested through teaching. One prime example is Mayock's use of the "independent novel" feature in her upper-level classes (e.g. **Spanish 326, 395, and 396**). After the class reads, discusses, and presents on three novels all together, each student chooses her or his own novel from a list of 25-30 and then is responsible for becoming an expert on the novel, its author, the time period, and its significance in the particular context examined. Students demonstrate their expertise and suggestions on the novels about which Mayock regularly writes through the creation of their own electronic portfolios (published on the web), impressive artifacts that always generate new perspectives and creative ideas.

Specific examples of knowledge integration also include the following:

**Spanish 395: Special Topics Seminar.** A seminar focusing on *images of the Other in Catalan novels (written in Castilian) of the late 1960's and early '70's*. Students read Unamuno's dramatic work *El Otro* in preparation for analysis of alterity in novels by Juan Marsé (economy and social classes), Juan Goytisolo (culture), and Ana María Moix (psyche), themes related to three of Mayock's published essays. Mayock also had a special guest teach lessons in Catalan language to her and the students in a series of evening sessions. The students worked with Mayock and the guest teacher on their own time for no additional course credit.

**Spanish 395: Special Topics Seminar.** Offered both before and after the founding of the Women's and Gender Studies Program, this **seminar** focuses on *the development of the female protagonist in 20<sup>th</sup>-century Spanish literature*. The multi-generic approach allows students to consider the changing role of the female protagonist as depicted in works of theater, poetry, essay, and narrative. Research completed for this course contributed to Mayock's publication of her book, *The 'Strange Girl'*, as well as to her invited essay on the theater of Lourdes Ortiz ("Los retratos generacionales en *El cascabel al gato* de Lourdes Ortiz." *Homenaje a la profesora L. Teresa Valdivieso*. Eds. Mary Ann Dellinger and Beatriz Trigo. Newark, DE: Juan de la Cuesta, 2008). Students in this class also adapted and performed a García Lorca play at Washington and Lee and, later, at the Virginia Military Institute.

**Spanish 392: Seminar in Advanced Language and Theory.** In this advanced Spanish **seminar**, cross-listed with **Latin American and Caribbean Studies**, students reinforce advanced components of Spanish grammar and analyze theoretical themes surrounding Spanish grammar and translation. In this course, students were able to examine and comment on Mayock's professional translation of Chris Gavalier's award-winning play "Man Woman Hombre Mujer." Gavalier wanted to write a bilingual play and asked Mayock to translate the entire work into Spanish. Students examined Mayock's choices and then discussed them together with Mayock and Gavalier. They subsequently performed the work to understand better the tension between translation (the written word), interpretation (live, oral translation), semiotics

(signs and symbols), and literary texts.

Mayock wants her students to understand that language “happens” everywhere. To that end, she also integrates knowledge through programming that connects the intellectual to the social: Mayock is **co-founder of Washington and Lee’s “Spanish House”** (Casa Hispánica) and **founder of the Romance Language Department’s annual poetry night**.

In addition, and **most notably**, Mayock has worked with students on language teaching methodologies (English and Spanish), translation, and interpretation through **English for Speakers of Other Languages (ESOL)**, a volunteer organization founded in early 2002 by three of Mayock’s students with Mayock. The organization’s mission is to facilitate communication in Rockbridge County by providing free language services to individuals, community agencies, religious organizations, and businesses. ESOL has played an indispensable role in the Rockbridge Community ever since the Rockbridge Regional Library lost its funding for adult literacy efforts in 2004. This work began in the community, has sustained its key importance in Rockbridge County, and has expanded through its relationships with Associated Colleges of the South, the professional organization TESOL, and the San Diego Padres in Najayo, Dominican Republic. ESOL is now an integral part of the Romance Languages curriculum, as it serves as the basis for the new community-based learning courses offered by the department. Mayock works with ESOL 10-15 hours each week to ensure that Rockbridge County is addressing adult literacy needs, helping public school students to adjust to English-language instruction, and fulfilling other language needs (medical, legal, corporate, social). \*Please see Personal Statement and Additional Documentation for more information about ESOL.

### **Service**

Since her arrival in Lexington in 1997, Mayock has worked to connect the often separate **Spanish- and English-speaking communities of Rockbridge County**. Mayock does live interpretations (Spanish-English) at the county sheriff’s office, the city and county schools, the YMCA, and local pharmacies, doctors’ offices, and businesses. She has completed numerous written translations for these same groups, both alone and in collaboration with her Washington and Lee students involved in ESOL. In addition, Mayock has taught Spanish to the kindergartners of the Woods Creek Montessori School. Mayock has been a member of the Rockbridge County Coalition for Adult Literacy since 2006.

Mayock has worked assiduously for eight years to establish what has become a groundbreaking flagship enterprise—**ESOL**, a large organization that now boasts 13 student leaders and approximately 100 volunteers. The organization provides services to 100-150 clients each year. Armed with only limited student activities funding and a desire to make a difference in language communication in Rockbridge County, Mayock has successfully recruited and put to work many students of privilege from around the globe, students who have learned that language is power, that literacy is the key to a community’s and a nation’s success, and that they can make a difference in small and large ways. Mayock is the primary liaison between Washington and Lee and all of the community agencies. She also oversees teacher training, interpretation training, and is the final censor for all translations produced by the volunteers. This year, the Romance Languages Department has added two ESOL-based courses to its curriculum in order to integrate the knowledge students are getting outside the classroom into the realm of synthesis and analysis inside the classroom. Mayock views her work with ESOL as **both community and university service** and as a key element to the maintenance of excellent “town-gown” relationships in the Rockbridge area. Mayock’s success with ESOL is unprecedented. She has built an organization that provides more language services than any other similar organization at

Virginia universities and at the colleges in the Associated Colleges of the South Consortium, and she has done so with no staff, no teaching release, and no administrative funding.

At Washington and Lee, Mayock **also serves in numerous other capacities**. Mayock served for two years as W&L's **first-ever Associate Dean for Faculty and Program Support**. In that position, Mayock was called upon to create the job description, which included overhauling the new faculty orientation program, overseeing the capital budget, conference budget, and speakers funds, being in charge of space allocation and space planning for the College, and serving as Designated Officer and Head Designated Officer to investigate reports of violation of university policy. Mayock also oversaw the year-long commemoration of the 20<sup>th</sup> anniversary of undergraduate co-education, "Celebrating Women at Washington and Lee." This included over 80 different events, including selection of the winner of the student Decade Award (for advancement of women's issues on campus), organization of the Writers Harvest (women poets reading to raise money to combat area hunger), performances, art exhibits, sponsorship of alumnae speakers, and panels on gender issues. **The policies, procedures, and programs that Mayock devised in the post are still in place today**. During her time as Associate Dean, Mayock taught as many students as her peers, continued to oversee ESOL, and maintained a stellar record of publications.

Mayock's elected and appointed positions point to her concern for sound advising of students and sound practices for faculty and staff. Mayock's peers often cite her perceptive view of university policies, her balanced judgments, and her readiness to speak to the need for fair practices. Mayock has therefore been **elected** by her peers to serve as College Representative to the W&L Board of Trustees and as member of the Faculty Administrators Evaluation Committee. In the past, Mayock has served as elected representative to the Faculty Review Committee, the Student Affairs Committee (twice), and the Faculty Executive Committee.

Mayock has also been **appointed to numerous University committees**. Mayock currently serves as Chair of the **University Athletics Committee**, whose charge is to ensure a strong relationship between academics and athletics. In this post so far, Mayock has worked with the committee to create a new Title IX survey instrument and process, to review the class absence policy, and to create a group of faculty athletics mentors to fortify the advising system from another angle. As chair of the committee, Mayock also serves as W&L's **Faculty Athletics Representative (FAR)**. In this role, Mayock writes and coordinates nominations for student-athletes for NCAA Postgraduate Fellowships, attends meeting of the national FAR's and of the NCAA, and represents W&L at ODAC league meetings. Mayock has also served on the Student-Faculty Hearing Board, the Shepherd Program Advisory, the Women's Studies Advisory, the Latin American and Caribbean Studies Advisory, the Writing Program Advisory, the Committee on Courses and Degrees, the Registration and Class Schedule Committee, and University Lectures. It is fair to say that no one has served on more committees or on a broader range of committees than Mayock.

Mayock contributes amply to the **profession of Romance Languages**. She serves on three literary boards, reviews articles and essays for 4-5 additional journals, performs external reviews of promotion and tenure files, and serves as an external reviewer for doctoral theses. Mayock is currently the Vice President of the Asociación Hispánica de Humanidades. This year, **Mayock directed their biannual conference, held in Seville in June and attended by 226 Hispanists from 18 different countries**. Mayock has also been the Association's communications director since 2003, during which time the membership has grown by 40%, with the membership from Latin American countries up by 30%.

#### iv. Personal Statement

Although in higher education it is generally not fashionable to say so, I am convinced that the four years that I spent teaching French and Spanish and coaching field hockey and lacrosse at a large, private high school in Philadelphia established my trajectory as a teacher, adviser, scholar, and academic citizen. I loved everything about my job—moving from language to language, getting to know my students well in the classroom, on excursions, during study-abroad in Spain, and on the playing field. I only left the job out of a vaguely articulated desire to “read and travel more.” I felt myself growing into a scholar and a slightly more sophisticated teacher. My subsequent graduate training in Spain and Texas and my extensive travels in Spain and Latin America have guided me towards a fundamentally transatlantic view of my teaching and scholarship. The Spanish language and 19<sup>th</sup>- and 20<sup>th</sup>-century Spain are the center of my professional training, and they connect the themes of my scholarship across a broad geographical area. This depth and breadth of scholarship, along with a very basic desire to know my students well, are what led me to choose employment at a liberal arts college, rather than at a major research institution.

After a year in Madrid and several in Austin, Texas, one of my principal concerns when I interviewed for a job in rural Virginia in 1997 was whether or not I would hear and speak Spanish in my daily life. I felt certain that my spirit would wither if I couldn't interact in Spanish outside the classroom every day. The Spanish language has always been a way I connect to my community, my students, my profession, and myself. It allows me a whole world of expression outside of my upbringing, a way to understand more of the world, and a consciousness about the beauty of language and about the unique and significant comparisons to be drawn among different languages. I soon realized that my students were also keen on speaking Spanish everywhere they could, that we could organize community “tertulias” (conversation hours) that would include non-University Spanish speakers, and that W&L was actually quite successful in recruiting students from Argentina, Ecuador, Mexico, Spain, and Venezuela. This sense of “Spanish everywhere” has grown significantly during my 12 years in Lexington. More students come to us from around the Spanish-speaking world, more U.S.-born students come to us with a more advanced level of Spanish, and more Spanish speakers now reside in Rockbridge County. In a word, the evolution is “espectacular.”

When I interviewed at Washington and Lee, I was asked what should be the place of scholarship at a college focused on teaching. My response then is the same as now: it should be inherently connected to the teaching—a passion for inquiry that you both give and get from your students, a shared desire to read, write, and discuss that can serve as the basis for real scholarly production. The questions students have asked me over the years range from the seemingly simple, “How do I know whether to address a person with the formal or informal ‘you’?”, to the more complex: “why is meter counted differently in Spanish?”, “what is the meaning of honor in medieval Spain, and how does it relate to Washington and Lee’s Honor System?”, “why doesn’t that parent with whom I work for ESOL read to the children?” All of these questions generate amazingly productive class discussion and influence the ways in which I view my own scholarship. Student work and student recommendations have led me to more expansive reading on Spain and Latin America and more multimedia viewing (plastic arts, film, YouTube, musicals) about Latinos in the United States. Without my students, I wouldn't be familiar with Broadway’s “Washington Heights,” Mexican singer Lila Downs, or Nicaraguan activist Giaconda Belli. It is clear that it would have been impossible for me to produce a book, a co-edited volume, and 25 articles in only 12 summers. If it weren't for the connection with inquisitive students that is sustained throughout the year, the research would be accomplished in more of a vacuum and less of a “laboratory” context. As a result, I can now say that I have been able to shine in teaching, research, and service, to be innovative in the work I do, and to

have the respect of students and colleagues who appreciate how well-rounded I am and how outspoken I am when needed.

ESOL students' impressive work in the community has expanded my approach to language teaching and has convinced me for eight years running that it's worth it to have another full-time job on top of the "day job." Although all of my work (teaching, advising, athletics, collaborative research) connects me to students in one way or another, nothing compares to the relationship I have with them through the shared labor of making sure that "language happens everywhere." ESOL started out as something of a "mom-and-pop" volunteer operation in early 2002 with a mission to facilitate language communication in our area. It has blossomed into a large organization with an eager volunteer corps that draws from W&L and individuals in the surrounding community. ESOL normally attracts 40-50% of Washington and Lee's international students into its ranks, making it an organization that is international both in its composition and in its mission.

Together, we run seven different ESOL committees: English Education, Spanish Education, Translations (written), Hotline (live interpretations), Development, Publicity, and the newly-formed International Outreach. I work with the Education chairs on community outreach, teacher training, language pedagogies, textbook selection, and access to additional multimedia resources. I also evaluate students as they work in the field. Each year we send two or three students to our professional association's annual meeting (TESOL). The Translations co-chairs distribute assignments among their volunteers, conduct group translation sessions, and then send their work to me for a final pass before returning the final product to the client. The Hotline co-chairs and I train volunteers to carry the cell phone, respond to calls in Spanish and English, go to on-site locations to perform face-to-face interpretations, and use our catalogued resource of 50 individuals from the community who speak dozens of languages besides Spanish and English. In 2006, the student leaders and I won an ACS grant to do a day-long ESOL workshop to guide ACS and Virginia institutions in establishing similar organizations on their campuses.

In 2008-2009, ESOL, Jeff Barnett (Chair of Latin American and Caribbean Studies), Jan Hathorn (Director of Athletics), and I took our show on the road to teach English at the San Diego Padres' complex in Najayo, Dominican Republic. The experience in the D.R. revealed exactly my ethos of teaching: prepare students impeccably beforehand, give them the responsibility to make a series of decisions, insist on a predominance of Spanish-speaking, and watch them succeed. The year-long collaboration with 19 students was one of the most rewarding of my career. The students attended the 12 hours of extra sessions that I designed in preparation for the work in the D.R. and created their own workshops to write lesson plans, generate materials, and make real the cross-cultural comparisons between mainland U.S. and the D.R. Our students performed outstandingly in their work with the San Diego Padres' recruits from all around Latin America and, perhaps more importantly, with the local Najayo elementary students. The students showed they could be as careful, intelligent, and intuitive on the road as they are in Rockbridge County. As a result, the ESOL volunteers and I this year are making plans to build a community library in Najayo and to run yearly book drives to continue to enhance literacy efforts in the community.

My commitment to the Spanish language and its many cultures has very much taken root through my teaching and my work with ESOL. Twelve years of teaching at Washington and Lee and eight years of overseeing ESOL have allowed me to foster the learning, critical thinking, and community-mindedness of several generations of W&L students, who in turn continue to work towards positive change in medicine, the law, education, business, social work, and public policy.

**v. Ellen Mayock**

Professor of Spanish  
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**Curriculum vitae****Education**

University of Texas at Austin	Ph.D. in Hispanic Language and Literatures	1996
Middlebury College	M.A. in Spanish	1992
University of Virginia	B.A. in French and Spanish	1987

**Teaching Experience**

2008-present	Professor of Spanish, Washington and Lee University
2007-present	Core faculty, Latin American and Caribbean Studies Program, Washington and Lee. Courses on Latin American literature, Hispanic Feminisms, Translation and the Latino Experience, Community-Based Learning in Spanish.
2002-present	Affiliate faculty, Shepherd Program for the Study of Poverty and Human Capability, Washington and Lee. Courses on Spanish in the community.
2001-present	Core faculty, Women's and Gender Studies Program, Washington and Lee. Courses on Hispanic Feminisms, the heroine in Hispanic literatures, and the introductory course to Women's and Gender Studies (with service-learning).
2002-2008	Associate Professor, Spanish, Washington and Lee.
1997-2002	Assistant Professor, Spanish, Washington and Lee University.
1996-1997	Visiting Assistant Professor, Spanish, St. Joseph's University.

**Books**

*The 'Strange Girl' in Twentieth-Century Spanish Novels Written by Women.* UP of the South, 2004.

*¡Ven conmigo! Holt Spanish Level 3 Practice and Activity Book.* With Barbara Sawhill. Holt, Rinehart and Winston, 1996. (Practice and activity supplement to popular textbook)

**Forthcoming (accepted) co-edited scholarly volume**

*Ruptured Bodies, Resisting Selves. Feminist Activism in the Academy.* Eds. Ellen Mayock and Domnica Radulescu. McFarland, 2010. (With introduction and an essay by Mayock.)

**Forthcoming (accepted) article**

"Ideology and Utopia in Belén Gopegui's *El lado frío de la almohada*." *Letras Femeninas* (2010).

**Selected published articles**

2009 -"Nostalgia de sí mismo en *De mi vida real nada sé* de Ana María Moix." *Anales de la literatura española contemporánea* 34:1 (2009): 137-57.

-"Naturalism and the Self in Rosa Montero's *La hija del Caníbal*." *Women in the Spanish Novel Today. Essays on the Reflection of Self in the Works of Three Generations.* Eds. Kyra A. Kietrys and Montserrat Linares. McFarland, 2009. 57-75.

2008 -"Los retratos generacionales en *El cascabel al gato* de Lourdes Ortiz." *Homenaje a la profesora L. Teresa Valdivieso.* Eds. Mary Ann Dellinger and Beatriz Trigo. Juan de la Cuesta, 2008. 71-82.

2007 -"Variations on the 'Back Room' in Two Short Stories by Carmen Martín Gaité." *Cuaderno Internacional de Estudios Humanísticos y Literatura* 8 (Otoño

- 2007). 91-103.
- 2006 -"Alienation and Anarchy in Juan Goytisolo's *Reivindicación del Conde don Julián*." *Dissidences. Hispanic Journal of Theory and Criticism*. 2:1 (Fall 2006).  
 -"El acordeón y la ballena: el naturalismo en *Madera de boj*." *Anuario 2006 de estudios celianos. La obra del literato y sus alrededores: Estudios críticos en torno a Camilo José Cela*. Eds. Eloy E. Merino y Carlos X. Ardavín Trabanco. Universidad Camilo José Cela y la Fundación Camilo José Cela, 2006. 133-49.
- 2004 -"Family Systems Theory and Almudena Grandes' *Las edades de Lulú*." *Anales de la literatura española contemporánea* 29:1 (2004): 235-56.  
 -"Naturalist Twists and Turns in Carmen Gómez Ojea's *Cantiga de agüero*." *Excavatio* 19:1-2 (November, 2004): 309-18.  
 -"La maternidad transgresora en *La voz dormida* de Dulce Chacón." *IXQUIC. Revista Hispánica Internacional de Análisis y Creación* 5 (Febrero 2004): 22-36. (Special issue on the Spanish novel since 1985.)  
 -"Shifting Families and Incest in Rosa Chacel and Ana María Moix." *The Ties That Bind: Questioning Family Dynamics and Family Discourse in Hispanic Literature and Film*. Ed. Sara E. Cooper. Lanham, MD: University Press of America, 2004. 43-61.

### Honors and Awards

- 2008 ESOL Program: Verizon Community Service Grant (co-authored with Susan Mahoney, '09 and James Madden, '08)
- 2007 Finalist, 2007 Outstanding Faculty Award, State Council of Higher Education for Virginia.
- 2006 Associated Colleges of the South Diversity Mini-Grant for ESOL Program, (co-authored with Tal McIver, '08). Designed and implemented ESOL workshop for ACS and VA schools.
- 2006 Anece F. McCloud Excellence in Diversity Award
- 2002 Hewlett-Mellon grant for sabbatical, Washington and Lee
- 2002 Robert E. Lee Summer Scholar Grant for collaboration with students P. Ervin, K. Gibson, H. Knorr, and J. Stoehr
- 2000 Research Fellow, Institute for Advanced Studies in the Humanities, University of Edinburgh
- 1999 Mednick Fellow, Virginia Foundation of Independent Colleges

### Public and Academic Service

- 2008-present Vice President, Hispanic Association for the Humanities
- 2006-present Rockbridge County Coalition for Adult Literacy
- 2003-present Director of Communications, Hispanic Association for the Humanities
- 2002-present Adviser, English for Speakers of Other Languages, Washington and Lee and Rockbridge County
- 2006-2009 Director, V International Conference, Hispanic Association for the Humanities
- 2004-2006 Associate Dean of the College for Faculty and Program Support

Member of the Editorial Boards of *Excavatio*, *Cuaderno Internacional de Estudios Humanísticos y Literatura*, and the Hispanic Association for the Humanities. Manuscript reviewer. Tenure and Promotion reviewer.

At W&L, Faculty Representative, Board of Trustees (2009-2011), Faculty Administrators Evaluation Committee (2009-2011), University Athletics Committee (Chair and Faculty Athletics Representative, 2007-2013), Celebrating Women Committee (Chair, 2005-2006), Associate Dean for Faculty and Program Support (2004-2006), Faculty Review Committee (2003-2006), Student Affairs Committee (1999-2002), Faculty Executive Committee (1999-2001).

## vi. Letters of Support (excerpted)

Even in a college full of distinguished teachers, Ellen Mayock is one of the very best by every measure. I hear unsolicited praise of her teaching and advising from students constantly: she's brilliant and inspiring in the classroom, but students can also count on her to show up at their games and cheer on their extracurricular achievements. She was an early adopter of service-learning in her challenging courses and, more than anyone else, encouraged me to try it in my own teaching and helped me understand its costs and benefits. Further, there is deep integrity in her work. Her uncompensated leadership of the ESOL program in particular is a huge boon to this community. I don't know of any other university professors who field calls from the police at 3 a.m. because they've arrested someone who doesn't speak English and need help finding a translator. She is creative and energetic in her efforts to make this campus and the larger community better places for all of us. **Dr. Lesley Wheeler, Professor and Head, English, W&L**

Dr. Mayock is known throughout W&L as one of our most prized teachers. Her colleagues envy her capacity for communication and the rapport she has with her students. Her pedagogical techniques, ability to communicate complex matters in simple terms, thorough dedication to and organization of the material, interdisciplinary philosophy, and innovative teachings styles have made her a masterful teacher of Spanish at all levels. Her contributions extend beyond the classroom as evidenced by her scholarly record in Modern Spanish and Spanish-American literature. While her contributions to students and fellow colleagues are immeasurable, perhaps one of her greatest talents lies in her ability to organize, administer, and implement a myriad of departmental and university endeavors. She has been instrumental, for example, in the creation of such interdisciplinary programs as Women's Studies and Latin American and Caribbean Studies, has organized and presided over an international conference, overseen the Romance Languages theme house—la Casa Hispanica—and much more. But perhaps more than any other achievement, the students, university, and greater community are indebted to her for having launched the exemplary program for ESOL, which by its very nature puts into action the tenets of global education carried out locally. **Dr. Jeffrey C. Barnett, Professor of Spanish, W&L**

Her publication record is enviable, with a book and dozens of articles published. In addition, she has consistently presented papers at conferences. However, what puts her head and shoulders above most scholars is her generous time-commitment to others. Personally, I have benefited from her reading, commenting and editing my work, but this trait is even more evident in her commitment to the profession as a whole. **Dr. Dinora Cardoso, Associate Professor of Spanish, Westmont College**

I have never met another academic who is as generous with her time and multiple talents as is Dr. Ellen Mayock. Ellen shares her knowledge with students and colleagues both within and outside of Washington and Lee. Her scholarly work is flawless and her AHH 2009 conference organization in Spain was impeccable. In addition to all of this and her ESOL work, she remains somehow, grounded and warm. She is amazing. **Dr. Kathleen D. Bulger-Barnett, Professor of Spanish, Virginia Military Institute**

With the occasion of the V Intercontinental Congress held in Seville, Spain, Professor Mayock played a very important role. As Director of the Conference, she excelled herself in planning, organizing and implementing the event. She provided coordination, continuity, and support for all activities related to the Congress and assisted the persons in charge of registration, scheduling of sessions, and general logistics. No wonder the participants--more than 250—congratulated Ellen for such a successful event....In summary, Dr. Ellen Mayock possesses not

only the skills and expertise of an excellent teacher, but is also capable to serve in many other roles: as an ambassador for the Association, a member of the Board, an outstanding officer and a resourceful member of committees and task forces. Undoubtedly, Ellen Mayock has demonstrated a record of superior accomplishments in teaching, research, as well as in academic and public service. **Dr. Jorge H. Valdivieso, Emeritus Professor of Modern Languages, Thunderbird; President of the Spanish Association for the Humanities**

No professor I know is more deserving of the SCHEV OFA than Dr. Ellen Mayock. Through her publications and conference papers in feminist theory, gender equity, Hispanic literatures and cultural studies, she has earned the reputation as a serious scholar both in North America and Europe. Unlike most intellectuals who write only in their native language(s) or their specialty language, Ellen makes a concerted effort to publish in both Spanish and English in order to reach the broadest, most diverse reading audience possible. As in her scholarship, Ellen's contributions to both the U.S. professorate and our Rockbridge County community set an example for her students and colleagues alike. But, above all, Ellen is a teacher. As evidenced by the breadth of the TESOL program she founded and continues to direct, she understands that teaching encompasses much more than the temporal and physical spaces of the classroom or a program abroad. It is time her selfless dedication receives the recognition it so richly deserves. **Dr. Mary Ann Dellinger, Professor of Spanish, Virginia Military Institute**

First and foremost, Dr. Mayock is a teacher. She ensures that each of her students has the opportunity to learn, not only the course content, but lessons in understanding the world outside the Lexington campus. Her passion and commitment to teaching is inspiring and is evident in everything else with which she involves herself.... From the classroom to the community, Dr. Mayock fully commits to the project at hand and shares her love of learning and education with all. This zeal and excitement is contagious, and in fact, has motivated me to dedicate my career to the field of education. **Charlotte Grumley Orlando, former student**

Ellen Mayock is a colleague whose scholarly, teaching and administrative accomplishments defy the clichés claiming that these endeavors can only be fully brought to fruition separately from each other, for she integrates them all on a daily basis in a harmoniously integrated entity. Her work in the Academy is of the kind that changes lives, reorients careers, inspires to more learning and to constantly putting learning into practice. **Dr. Domnica Radulescu, Professor of French; Head, Women and Gender Studies Program, W&L**

As my Women's Studies professor, she helped me find my passion for activism. As the faculty sponsor for KEWL (a women's leadership group on campus), she offered her time and support to make an effect on the W&L community and Lexington at large. As my thesis advisor, she offered her scholarly advice and time, even though my thesis was not even in her department. Professor Mayock is a woman who gives all she has all the time. She is a role model for both her students and her colleagues. It is difficult to say concisely how influential she has been in my formation as a worthwhile human being. **Regina Mills, W&L, '09**

My relationship with Ellen Mayock centers on her leadership of the ESOL tangent program. This program provides W&L Spanish majors with the opportunity to hone their teaching skills by assisting members of the community in developing facility with Spanish. The motivation may be job related or driven by travel plans.... The program had numerous benefits including presenting students with an opportunity to impart their language facility to English speakers in need, demonstrate a commitment from the university to the community, and assist Lexington travelers give a better impression of American citizens to native speakers as we traveled the Spanish-speaking world.....At the personal level, Kay and I would never have prospered in our two week

vacation in Spain without this training. I was amazed at how few Spaniards spoke English or chose to do so once they gauged our familiarity with their language. **Bob Lera, Lexington Resident, Lexington City Council Member**

From the Rockbridge Area Hospice newsletter: A willing and able group of W&L students, under the supervision of Spanish Professor Ellen Mayock, have translated our Admission Notebook into Spanish... A donation of this scope is immeasurably valuable to potential patients and their families. Our heartfelt thanks are extended to Dr. Mayock and her students for this amazing gift! Also, it is comforting that a W&L hotline number is available for our use when language is a barrier to our mission; a wide variety of translators are available to offer assistance when the need arises. **Sally Jeffrey, Rockbridge Area Hospice**

She is an outstanding teacher who continually inspires her students and her colleagues. She is very adept at analysis whether it is a literary text or a problem on campus and brings a rigorous examination and a fierce intelligence to whatever questions we need to consider. An ardent feminist, she has done much to support women students and to advocate for women's equality on our campus. **Dr. Pamela H. Simpson, Ernest Williams II Professor of Art History, W&L, SCHEV OFA 1995**

Ellen Mayock's important contributions to the field of Hispanism are indisputable. She is a remarkably dependable colleague whose intelligent book reviews for the *Letras Peninsulares* scholarly journal have been invaluable. As Book Review Editor of the journal, it has been a pleasure to work with her. She is unfailingly reliable. Her analytical reading of both the texts and their contexts reflects her specific and broad expertise, thereby offering new insights to fellow scholars. **Dr. Kyra Kietrys, Associate Professor of Spanish, Davidson College.**

Professor Mayock continues to embody everything I love and admire about Washington & Lee. She has a way of engaging her students that challenges them to explore intellectual boundaries... Her work with ESOL is a testament to her devotion not only to her students, but to the greater Rockbridge community. And she is a fabulous adviser. From my first days at W&L to my last hours before graduation, Professor Mayock provided guidance and unwavering support. I have been privileged to have Professor Mayock as a professor and adviser, and I think I speak for every student who has come in contact with her when I say that she is an asset not just to W&L but to the teaching community as a whole. **Lauren Santabar, former student**

At Washington and Lee we ask all faculty to balance passionate teaching with scholarship and institutional citizenship, but Professor Mayock does more than balance these demanding activities. She puts together boundary-challenging teaching, a demanding scholarly career, and leadership roles in service commitments to both the University and its surrounding community at a level of daily excellence few of us can aspire to match.... We cannot adequately account for her contributions to the institution by listing them, however comprehensive we might make that list. Fundamentally, we admire Professor Mayock for the spirit she brings to her work and with which she has a tendency to infect us: professional, positive, fair, imaginative, hardworking, and ambitious in all the right ways... And, perhaps that is what should be generally said about Professor Mayock, she deserves to be recognized as an Outstanding Faculty member in Virginia because she lives the demanding roles of teacher, scholar, and institutional citizen with such an energy, commitment, and unrelenting competence that when we watch her, we want to emulate her. That quality makes her most appropriate for statewide recognition. **Dr. Robin M. LeBlanc, Professor of Politics; Dr. Matthew Bailey, Professor of Spanish, Head, Romance Languages; Dr. Jeff Barnett, Professor of Spanish, Head, Program in Latin American and Caribbean Studies; Dr. Melina Bell, Assistant Professor of Philosophy, W&L**

## **vii. Additional Documentation**

### **Teaching** (Excerpts from student evaluations)

Most Romance Languages professors give students course evaluations that are based on prose responses. In recent years, Mayock has used an online evaluation system that allows for multiple choice and prose responses. For Mayock's online evaluations, 100% of students agreed or strongly agreed (with a predominance of "strongly agreed") to questions asking about the overall effectiveness of the course in relation to the goals set out, the methods of the instructor, and whether the students would recommend the course to others. Mayock includes here some prose responses to the question, "Please evaluate the professor."

### **Spanish 211, Culture and Civilization of Spain**

Great, enthusiastic, and certainly challenging teacher...One of the best I've had. Effective, thoughtful, and clearly knowledgeable. Engaging and stimulating at all times...Prof. Mayock knows Spain better than anyone I have ever met. She is able to cover history, contemporary events, and the language with ease and enjoyment...This is the best professor I have had at W&L. She is engaging, relates to her students, and is not only knowledgeable but knows how to convey information in a succinct manner that helps students learn...Wonderful professor, excellent teacher, kept the class fun and interesting...I love this professor. Whenever I sign up for Spanish classes, I always look for which ones she is teaching first! She is so knowledgeable in the history, and so well prepared. I like how there is always different media being used—youtube videos, ppt presentations, newspapers, telephones, films, etc....Professor Mayock is an incredibly organized and articulate teacher. Her expertise both in Spanish culture and language have been vital to my continued interest in Spain/Spanish...Professor Mayock is superb. I have not met another professor who has so much passion for both the course material and her students. Overall, a very, very impressive faculty member whom I hope to take again...Excellent...Honestly, this class convinced me to change from a RL major with a French focus to one with a Spanish focus. Very interesting class, engaging and dynamic lectures, and you always have a positive attitude!...

### **Spanish 220, Introduction to Spanish Literature**

Professor Mayock is wonderful, her Spanish is impeccable and her love for the language, literature, and culture is shared with her students...Good teacher. Grades very hard, but I guess that is to be expected...Professor Mayock is an all-star, and I'm being completely serious. She knows what she's talking about, makes the occasional joke in class (that's what it takes to win me over), and is tremendously eager to help...Understanding, helpful, insightful. Professor Mayock is an awesome teacher—great all around and she really wants to see her students succeed in the classroom and really understand the material, as well as develop a love for Spanish like she has...Professor Mayock was amazing. She was so supportive from the beginning and made me want to come to class. She was always enthusiastic, knowledgeable, and personable. I learned a lot from her style of teaching...Great teacher. Knows how to convey complex ideas in Spanish in a way that is easy to understand...I love Professor Mayock! It is clear that she is passionate about the course materials and she is extremely knowledgeable when it comes to literature and Spanish culture...Professor Mayock is not only extremely fluent in Spanish, but also she has a deep understanding of the literature and culture of Spain. Really she is the best teacher I have had here so far...I loved this class and can't wait to take another Mayock class.

### **Spanish 240, Introduction to Spanish-American Literature, cross-listed with Latin American and Caribbean Studies**

Wonderful!...Professor Mayock has taught me a lot about Spanish and about Latin America. She is clearly an expert in the field and a fair grader...Excellent. You would never be able to tell that this was her first time teaching 240. Highly organized and encouraging, and still demanding...Professor Mayock is really intelligent and knows how to guide a discussion on the text. She was always so prepared. She was also passionate and I could tell that she enjoyed teaching this information and hearing what we had to say about each work...Profesora Mayock was an excellent professor. She made the course challenging, so that I was able to learn a lot, but was fair...Absolutely wonderful. From day one, I have recommended Prof Mayock to all my peers. I feel that I could take any class from her and succeed if for nothing else than the sheer strength of her personality and teaching style...Profesora Mayock is by far the best Spanish professor that I have ever had. She is so engaging and knowledgeable that it makes class and reading very enjoyable. I have nothing but good things to say about this professor and class. I love it!...Creo que el dinamismo de la profesora fue impecable. Sus ganas de enseñar se vieron reflejadas en cada una de las clases, motivándolo a uno a leer y a participar!.

### **Spanish 314 (now 326), 19th- and 20th-Century Spanish Prose**

My favorite professor that I've ever had...Prof. Mayock is one of the best professors I have had at W&L in terms of expertise of subject, teaching ability, and compassion/interaction with the student...Professor Mayock does a fantastic job in balancing hard novels and high reading expectations with good explanation in class to supplement the reading. She makes sure that people are understanding what is going on in the novels, and is really encouraging to all students. She's always positive and fosters a good learning environment to improve reading, writing, and speaking the Spanish language and about the Spanish culture...Absolutely excellent. Great professor, super knowledgeable, very understanding, very clear about the material and, most importantly, an inspiring person...Exceptional. One of the best I have had in any department. Easily accessible for help, knowledgeable, with a good sense of humor...Professor Mayock is the best! She really cares about her students, teaching, and Spanish in general. Always willing to work with students and empower them to create their best work. Also pushes them to explore in new directions. She deserves an award or some kind of recognition. I hope the Spanish department values her and the stupendous energy and talent she brings to W&L.

### **Spanish 392, Field Work in Advanced Grammar and Translation (Senior seminar), cross-listed with Latin American and Caribbean Studies**

Professor Mayock is incredible. She is the reason I decided to be a Spanish major. She genuinely cares about her students both in the classroom and outside...Prof. Mayock is an excellent professor—very understanding, thorough, great mutual respect in the classroom, she made me want to work for my grade, which is great!...Prof. Mayock is the best Spanish professor I have had at W&L. She is understanding of students but still tough and expects a lot of them. She explains concepts very well and engages her students. A+...A lot of times professors are not in-tune with their students. It seemed as if Professor Mayock deliberately tried to benefit each individual student in any way she could. She is an A+ in my book...Excellent. Great command of the material with an ability to bring in her experience with class issues. Good sense of humor and very fair.

### **INTR 120 (now WGS 120), Introduction to Women's Studies and Feminist Theory**

Professor Mayock is one of the most intelligent, giving, well-spoken, and experienced professors that I have worked with. I only lament the fact that I am not a Spanish major and thus it is unlikely that I will have her as a classroom professor again...I love the way Prof. Mayock handles the class. She is open to new ideas and comments. She makes everyone feel welcomed and heard...Very insightful, dedicated to the course and coursework, produced stimulating conversations, had a lot to offer...She was definitely the best professor I have had yet at this school. Her projects were great and she has a wonderful sense of humor and attitude...One of the best professors I have had at this school. I had taken one of her classes previously, and took this in part because she was teaching it. Exceptionally good lecturer in addition to giving insightful feedback on all graded assignments...I thought Professor Mayock did a wonderful job with the course. She appreciated all the students' feedback, kept free of any judgment, and provided a sound introduction to feminist theory...Mayock was amazing. She listened to her students and offered important insight. She did not seem biased and always tried to get us to think for ourselves and outside the box through her questions...I just loved the course and loved the professor. I feel truly enlightened. It is rare to take a course that truly impacts your personal life. And I have just had this rare experience, so thank you, Professor Mayock.

### **LACS 195, Topics in LACS: Hispanic Feminisms**

Professor Mayock is a very accessible professor with a passion for this area. She encouraged conversation, was always well prepared for class, brought in interesting and relevant speakers, and even inspired us to do more about the problems that women face in Latin American countries...Professor Mayock is one of the best professors I've had at this school. She is fair in assignments, considers what is best for the student, stimulates class discussion, and really understands what she is teaching. She was able to evaluate Spanish discourse and link it back to everything we were talking about...Professor Mayock was amazing! She is well versed in many topic areas and more than equipped to answer our questions...She dealt with women's movements and feminism in a theoretical way, mixing fiction, scholarly essays, and film into the discussion. This was a more focused look at the different paths of feminism...

### **ESOL (Excerpt from e-mail)**

- From Linda Hemby, Executive Committee of Creciendo Juntos, Charlottesville, VA: "Congratulations on your ESOL project. What a super service to the community and also to the students who participate in it. I will circulate information about ESOL in the next CJ Alert and on our website. I just blind-copied you on an email to the head of the UVA Spanish Department. Hopefully UVA will take on a valuable project like ESOL. With much appreciation, Linda Hemby."
- Piece in Rockbridge Area Hospice Fall (2009) Newsletter:

### **Spanish Version of RAH Admission Notebook Available**

A willing and able group of W&L students, under the supervision of Spanish Professor Ellen Mayock, have translated our Admission Notebook into Spanish. Eighteen classmates worked for five weeks (5 hours each) for a total of 450 hours, and Dr. Mayock invested approximately 40 hours during the review and edit process.

A donation of this scope is immeasurably valuable to potential patients and their families. Our heartfelt thanks are extended to Dr. Mayock and her students for this amazing gift! Also, it

is comforting that a W&L hotline number (460-6606) is available for our use when language is a barrier to our mission; a wide variety of translators are available to offer assistance when the need arises.

- WDBJ Channel 7 Roanoke piece on ESOL Hotline:  
<http://www.wdbj7.com/Global/story.asp?S=11186008>
- Article in Rockbridge Weekly:  
[http://www.rockbridgeweekly.com/rw\\_article.php?ndx=13233](http://www.rockbridgeweekly.com/rw_article.php?ndx=13233)
- WTVF/NPR piece on ESOL's Hotline:  
[http://esol.wlu.edu/200904150745570.sh\\_hotline\\_3.14.2009.mp3](http://esol.wlu.edu/200904150745570.sh_hotline_3.14.2009.mp3)
- ESOL homepage: <http://esol.wlu.edu>

### **Asociación Hispánica de Humanidades**

- AHH homepage (with membership directory, publications, conference information, and conference program): <http://asociacionhh.org>
- Excerpts from e-mails (translated from Spanish) that Mayock received from AHH members after the conference she directed in Seville: Excellent...Best conference I have ever attended...Such a high level of papers...Amazing cultural program, especially with the show by the Royal School of Flamenco...This was a real professional milestone for me...Can't believe the high quality of people I met...A truly unforgettable experience...Thank you for the outstanding organization and content... / From the President of the AHH: "Thank you for the brilliant success of the Fifth International Conference of the AHH. You demonstrated outstanding leadership and created an excellent model for future conferences."

### **Honors Related to Knowledge Integration and Discovery**

- ESOL Program, Verizon Community Service Grant (co-authored with Susan Mahoney, '09 and James Madden, '08), 2008
- Translator of Chris Gavaler's bilingual play "Man Woman Hombre Mujer." Accepted by the Pittsburgh Theater Festival Jury for New Works. Performed in September, 2008. MAN WOMAN HOMBRE MUJER won Best Actor, Best Actress, Best Director, Best Playwright, and Best Production for 2008.
- ESOL Program, Associated Colleges of the South Mini-Grant (co-authored with Tal McIver, '08), 2006
- Recipient of the Anece F. McCloud Excellence in Diversity Award for contributions that foster diversity and inclusion (work in Dean's Office, ESOL, and WGS), 2006
- Fellow, The Institute for Advanced Studies in the Humanities, University of Edinburgh, 2000
- Mednick Fellow, Virginia Foundation for Independent Colleges, 1999
- Outstanding Teacher Award, Germantown Academy, 1989

### **Core List of Elements that Distinguish Mayock from her peers**

- Profound curricular innovation in a department and two interdisciplinary programs
- Foundation and oversight of all aspects of ESOL
- Service as associate dean
- Research and numerous peer-reviewed publications in four distinct fields
- Extensive involvement with international education
- Service as faculty representative for all projects associated with Athletics

