

Faculty Development Plan

I. Scholarship

Self-Assessment

I am fortunate to have a variety of projects that I began in graduate school that I think are strong enough to be developed into publications now. In addition to mining my dissertation for articles, I have also been refining old drafts. My biggest struggle with scholarship during my first year has been completing those revisions efficiently so that I can move on to entirely new projects that will develop a cohesive program of scholarship. New teaching preps have occupied most of my time, and I have realized that I did not develop efficient writing habits well as a student. I've learned several strategies for writing productivity from new faculty seminars, such as writing in frequent short sessions, which helped me to improve over the course of the year. I've also met regularly with my writing group that includes colleagues from the Linguistics department, which has been a good source of motivation and inspiration. I will be able to maintain a more consistent writing schedule during my second year, when teaching will not require as much preparation time.

My article on French nasal vowels has been accepted in the reputable *Journal of French Language Studies* as part of a special issue on internet language variation, an emerging topic receiving increased attention. In my other work I am organizing a program of scholarship around a theme of conceptual metaphor theory and semantic change. Work that fits into this theme includes one dissertation chapter currently under review at the journal *Cognitive Linguistics*, among the top journals in my field, and another that I presented at a conference this summer and will submit to a historical linguistics journal by the end of this year. My project on semantic change in Romance body-part terms also supports this theme. I have been analysing new data for this paper and will submit a manuscript to the respected Romance linguistics journal *Probus* by the end of the summer. I am aiming to publish in journals that target audiences at the intersection of my interests: cognitive linguists, Romance/French linguists, and historical linguists. Submitting these manuscripts by the end of the year will leave me time in 2022 to focus on new projects. I have started writing code for one new project involving automated metaphor detection, and I am anxious to have more time to devote to it.

Goals

1. Write manuscript on Romance body-part terms for submission to *Probus* by September 2021.
2. Revise dissertation chapter on Spending frame alternations for submission to the *Journal of Historical Linguistics* by December 2021.
3. Maintain a consistent writing practice throughout every week of the 2021-2022 academic year.

Resources

My next project that I'll start in earnest in 2022 will require a research assistant, so I will apply for funding for that from the college. I will continue to rely on my mentor and other colleagues for advice

and feedback as I work on my research. I do not anticipate any new course preps during my second year, which will give me more time to write, so I am grateful to my department for the way courses have been scheduled.

II. Teaching

Self-Assessment

During my first year, the major hurdle I faced in teaching was developing mastery over course content. I developed a new syllabus for LING 603 (Foundations: Meaning), which included several weeks devoted to theories that I knew were important to cover but that I didn't have enough familiarity with to teach. I also taught FREN 432 (History of French), which required learning Old French (previous courses and research had only given me a passing familiarity) and learning to read medieval manuscripts. I spent a lot of time throughout the year studying this content. Comments on my evaluations from students and a colleague show that I was successful in gaining the requisite knowledge of the material, but that I could improve some assignments and teaching methods. I participated in the Writing Matters seminar this summer to get ideas for how to refine these courses, such as incorporating small assignments focused on writing strategies to scaffold towards major writing assignments. This summer I plan to read *Team-Based Learning* by Michaelsen, Knight, and Fink to generate more ideas for improving my teaching.

I was more confident in my knowledge of the content of the other course I taught in my first year, FREN 321 (Advanced French Part 1), so I devoted more attention to experimenting with assignments and teaching strategies. Based on feedback from students, I'm fairly happy now with the overall structure of the course, although I have a list of course elements that students have complained about or that I think are not as effective as they could be, which I will continue to work on.

Goals

1. Use plan developed in Writing Matters seminar to redevelop writing assignments in LING 603 (Fall 2021). Assess by comparing student writing to that from last year.
2. Adjust FREN 432 syllabus and lesson plans to be more interactive and better scaffolded (Winter 2022). Use feedback from peer observation, and ask a colleague to observe my teaching again to assess improvement.
3. Adjust FREN 321 syllabus to make the workload more even for students.

Resources

I intend to ask a colleague to observe my teaching again this year. Those in my department have been very generous with their time and advice regarding teaching. My department has again arranged to let me teach a course in the Linguistics department, and I appreciate the opportunity to continue developing and teaching LING 603.

III. Citizenship

Self-Assessment

Joining the BYU faculty during the COVID-19 pandemic made networking a challenge. I hope to meet more people outside my department and work on more collaborations in the coming years. Despite the

pandemic, I had a successful year with my primary departmental citizenship assignment, advising the French and Italian student associations. Both clubs held monthly remote activities that were well attended and enjoyed by students. I also collaborated with colleagues across the college on a successful proposal to host LSRL, an international Romance linguistics conference, at BYU in 2024. Three students from my LING 603 course asked me to chair their Masters theses on topics related to the course, which has given me some rewarding opportunities not only to mentor students but also to meet other faculty on their committees.

I am concerned about how to make learning and participation in the French program equitable and accessible to all students. Because so many French students become interested in the program after serving a French-speaking mission, and because the number and length of time served of male missionaries generally outweighs that of female missionaries, there is a risk of gender imbalance in the opportunities afforded to students in the program. I have seen the effects of this, for example, in the generally higher fluency of male incoming French 321 students, and in the fact that all of the members of the French Club presidency last year were male. I will make a more conscious effort to recruit diverse students to important roles within the department (such as club presidencies and student employment) and to provide more individual mentoring in my classes so that all students receive the help they need to succeed.

Goals

1. Transition the French and Italian student associations back to in-person activities.
2. Continue mentoring current Linguistics Masters students through their theses.
3. Recruit more openly for student leadership positions, rather than just asking students with a prior connection within the department.
4. Meet with all French 321 students in my office early in the semester to establish a mentoring relationship and ensure each has the tools to succeed in the course.

Resources

Although I have a year of experience with the clubs online, I will need guidance from staff in my department and Academic Associations as well as from prior advisors among my colleagues to figure out some of the logistics of organizing in-person activities.