

# Faculty Development Plan



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May 2022

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## SELF-ASSESSMENT

### SCHOLARSHIP

#### Strengths

- I have a clear research plan for the next three years.
- I am a consistent researcher; I work doggedly to make sure I keep my research time commitments each day.

#### Areas of Improvement

- I usually spend my time writing articles rather than going to conferences. I would like to focus on presenting 1 paper a year.
- I would like to start getting feedback on my research earlier in the writing process.

### TEACHING

#### Strengths

- I create collaborative, active learning environments.
- I establish a community- and discussion-based classroom that encourages high-levels of student engagement.
- I help students see how they can leverage what we discuss in class in their personal, professional, and civic lives

#### Areas of Improvement

- I would like to work on revising my 303 syllabus to better spread out my student's writing workload throughout the semester (rather than cramming it at the end)
- I would like to observe other professors and read pedagogical research to acquire new practices as a teacher

### CITIZENSHIP

#### Strengths

- I am committed to mentoring students outside of class
- I am an active and engaged member of the department community
- I am dedicated to magnifying my departmental service responsibilities

#### Areas of Improvement

- I would like to find 1-2 ways to engage in national-level service
- I would like to nurture relationships with more of my colleagues over lunch

## TEACHING PLAN

### **Overview:**

Because sometimes I find it easy to fall into a routine of doing the same type of activities or assignments in class, I am pushing myself to develop activities, assignments, and readings that cultivate an engaging, active, collaborative classroom environment. To that end, I have devoted more time to in-class workshops in ENGL 303 to give students a chance to develop their writing with their peers and myself. I have also developed an assignment for my ENGL 384 class that asks students to engage with primary documents in making historical claims about Shakespeare's plays. In the spirit of Diversity and Belonging, I have paid attention to the race and gender of the writers on my ENGL 388 syllabus (I have a roughly equal number of readings from white European settlers, indigenous American peoples, and black enslaved persons, and half of the readings come from men and the other half from women). Additionally, following Elder Jeffrey R. Holland's talk at University Conference this year, I have focused on helping my students make connections between our course material and their spiritual lives.

### **2021-2022 Activities and Accomplishments:**

- Developed new course: ENGL 384: Women in Shakespearean Drama
- Developed a new course: ENGL 388: Religion and Trauma in Early American Literature
- Student Ratings:
  - ENGL 382 (Winter 2021): 4.4–4.9
  - ENGL 232 (Winter 2021): 4.6–5.0
  - ENGL 295 (Winter 2021): 4.5–4.9
  - ENGL 384R (Fall 2021): 4.6–5.0
  - ENGL 303 (Fall 2021): 4.7–5.0

### **2022-2023 Goals:**

- Start a teaching group (akin to a writing group) with 4-5 of my colleagues
- Discuss best teaching practices with 2 professors a semester
- Invite my faculty mentor to observe my class and receive her feedback
- Integrate 1 new student learning strategy per semester
- Read 1 article per semester on teaching development
- Develop a robust 203 and 291 syllabus for next year

### **Relationship between My Goals and those of the Department and University:**

I have strived to create a culture of diversity, equity, and belonging in my classroom. I have done this by including statements about these issues on my syllabus, centering classroom discussion on these issues, and have daily topics revolve around them. Specially, my Women in Shakespearean Drama and American Lit class are focused on helping students see how early modern writers grapple with racial, sexual, and religious prejudice, enmity, and violence. I have focused on making sure that my course purposes (which my class and I discuss throughout the semester) focus on the aims of a BYU education.

## SCHOLARSHIP PLAN

### Overview:

I plan on crafting my scholarly persona as a researcher of medicine and theology in early modern British literature. As a graduate student and postdoctoral fellow, I structured my scholarship around these two areas. Indeed, my work that I have published so far has addressed medicine or theology and oftentimes how they overlap. I am currently working on three publications that will develop this persona. First, I have submitted an essay to *The Chaucer Review* on the intersections between medieval medicine and theology in *The Pardoner's Tale*. This essay relates to my interest in early modern medicine since the early modern period still relied on medieval medical authorities, theories, and practices. Second, I am writing a book chapter for an edited collection entitled *Reading the River in Shakespeare's England*. While this chapter might not seem to fit in my persona, the chapter is based on theology. I will look at how theologians use the image of the river to conceptualize soteriology (the theology of salvation) and then how devotional poets borrow that image to rethink how salvific processes work. Third, I am writing an article with Garrett Sullivan at Penn State on Christopher Marlowe's *Doctor Faustus* where we investigate how Marlowe leverages Calvinist ideas about life and death to invent a new form of tragedy: one where the protagonist does not die at the end of the play but rather where he is dead from the very beginning.

### 2021-2022 Activities and Accomplishments:

- Published "'Pricking on the Plaine': Romance and Recursive Regeneration in *The Faerie Queen*, Book I" with *Studies in Philology* (Winter 2021)
- Published "Aemilia Lanyer, Edmund Spenser, and the Literary Hymn" with *Early Modern Women: An Interdisciplinary Journal* (Winter 2021)
- Prepared and presented paper on Chaucer's "The Pardoner's Tale" at the *International Congress on Medieval Studies* (Winter 2021)
- Invited to write Book Review for *Renaissance Quarterly*, a top-tier interdisciplinary journal (Summer 2021)

### 2022-2023 Goals:

- Submit "Medicine, Moral Authority, and Competition in *The Pardoner's Tale*" to *The Chaucer Review* (Winter 2022)
- Publish *Renaissance Quarterly* Book Review (Fall 2022)
- Submit book review to *Early Modern Women: An Interdisciplinary Journal* (Fall 2022)
- Submit "Rivers of Milk, Honey, Tears, and Blood: Charting Salvation in Early Modern English Devotional Poetry" to collection editors (Fall 2022)
- Submit "Living and Dying in Marlowe's *Doctor Faustus*" to *English Literary Renaissance* (Fall 2022/Winter 2023)
- Present paper on Christopher Marlowe's *Doctor Faustus* at *Renaissance Society of America* (Fall 2022)
- Present paper on biological movement and vitality in Christopher Marlowe's *Doctor Faustus* at *SCMLA* (Fall 2022)

- Finish *Artful Sentences: Syntax as Style* by Virginia Tufte as a way to refine my prose (Fall 2022)
- Chair panel for International Spenser Society at *International Congress on Medieval Studies* (Winter 2023)

### **Relationship between My Goals and those of the Department and University:**

My goal to submit two articles for publication this year aligns with the rank and status requirements for CFS faculty to publish 6 articles (~1 article a year). Additionally, my ambitious research agenda aligns with the University's new faculty seminar goal of "developing skills to . . . increase productivity" as I learn to balance a robust research agenda with my teaching and citizenship responsibilities.

## CITIZENSHIP PLAN

### **Overview:**

This past year, I have focused on achieving a balance between my service, teaching, and research responsibilities. I will continue to seek balance by creating a clear schedule in which I prioritize my research in the morning and my teaching/service in the afternoon. I will work to magnify my formal citizenship assignment by streamlining the advisement committee's schedule and objectives as well as helping English Society return after its pandemic hiatus. Additionally, I have worked to mentor students in informal capacity on projects outside of the classroom (see Activities and Accomplishments below).

I am trying to become a more visible member of department, national, and international scholarly communities. I will participate in the Theology research group at BYU and M.A.R.S to associate with colleagues in different disciplines. Additionally, on a national and international scale, I joined the *International Spenser Society* and hope to reach out and find some way that I might participate in the organization leadership. Additionally, I would like to reach out to several journals to see if I can participate as a peer reviewer in the editorial process.

A little farther in the future, I hope to create and chair a panel at *Renaissance Society of America's* annual meeting in 2024 to make inroads among the Aemilia Lanyer community in the hopes of finding a colleague to help edit a collection of essays on Lanyer.

### **2021-2022 Activities and Accomplishments:**

- Balanced two department committee assignments, Advisement Committee and English Society
- Advised 30+ students over the course of the semester
- Spent 18 hours advising students and developing advisement strategies
- Planned opening social for *English Society* that drew 100+ students
- Spent 13 hours meeting with *English Society* faculty advisor and club leaders to plan activities

- Participated in a department writing group (with Jason Kerr, Juliana Chapman, and Sharon Harris) and spent 28 hours reading and editing colleagues' article/book drafts
- Mentored 5 students in developing individual projects: a graduate level paper, an essay for college contest, a *Criterion* submission, a submission to another undergraduate literary journal, and a graduate school application.

### **2022-2023 Goals:**

- Develop a clear yearly schedule/strategy for Advisement Committee
- Help student leaders develop English Society into a more vibrant community
- Chair a panel for the *International Spenser Society* at the International Medieval Congress at Kalamazoo
- Reach out to Chris Barrett at the International Spenser Society and see if there is any way I can participate in organization leadership
- Ask to be a peer reviewer at *Medicine and Literature*
- Ask to be a peer reviewer at *Studies in Literature, 1500-1900*
- Ask to be a peer reviewer at *English Literary Renaissance*
- Ask to be a peer reviewer at *Spenser Studies*
- Continue to mentor students in their own projects outside the classroom
- Continue to work in department writing group, reading and editing colleague's work

### **Relationship between My Goals and those of the Department and University:**

My commitment to working with the other Renaissance faculty in our writing group aligns with the University mandate that faculty members “should mentor, encourage, advise, and collaborate with colleagues.” I hope that my work with the Advisement Committee and English Society will help the departments needs in recruiting and retaining students.

## **MENTORING PLAN**

### **Overview**

During the New Faculty Seminar this spring, I was impressed by the admonition to find ways of incorporating students into our research and teaching. The discussions at NFS made me rethink a RA or a TA not as an assistant but rather as a mentee. To that end, I am committed to finding ways to give students skills for future careers by working with them in my research and teaching.

### **2021-2022 Goals:**

- Mentor Grace Lee in guiding her research in early modern English theological treatises on *E.B.B.O* (Spring 2022)
- Collaborate with Isabelle Wolfer (undergraduate) on working toward a HumGrant and submitting an article to an undergraduate literary journal (Fall 2022)
- Collaborate with Brittney Hatchett (undergraduate) on applying for a HumGrant (Fall 2022)
- Collaborate with Simone Jones in a TA Mentorship in helping her prepare for graduate school by mentoring her research how to make 291 diverse and developing course curriculum (Summer 2022)

## DIVERSITY PLAN

### **Overview**

As part of BYU's initiative to focus on diversity, equity, and belonging, I developed a syllabus this past year for my ENGL 388R: Early American Literature class that represented a more diverse set of voices in American Literature than I had met in my own early American literature class as an undergraduate. Of the writers on my syllabus, 50% were women and 50% were men. Additionally, 1/3 of the writers were white, 1/3 of the writers were black, and 1/3 of the writers were American indigenous peoples. Our conversations in this class were focused on issues of race, religion, gender, and diversity. I hope to incorporate similar topics and discussions of diversity as I develop my ENGL 291 syllabus for Winter 2023.

### **2021-2022 Goals:**

- Develop a plan with student TA for creating a 291 syllabus that addresses diversity
- Continue to meet with Theology Reading group to learn about race and theology (which has helped me develop ideas for addressing these topics in the past)
- Use more diverse names when giving examples in class (John Doe/Jane Smith v. Marco Gonzalez/Imami Williams)
- Discuss issues of gender and race in ENGL 203

### **RESOURCES NEEDED**

Owing to BYU's generous departmental, college, and NFS funding, I currently have the resources that I need to be successful.