

# FACULTY DEVELOPMENT PLAN

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Communication is key when it comes to illustrating a story or a concept. Without a clear composition or engaging characters, an illustrator's technique can fall apart. The same can be said of teaching. An instructor can present the best texts and resources to their students, but without effective communication of the concept, there can't be clear progress. I have embraced this idea in my art practice, but also in my teaching philosophy. When I decided to pursue teaching in a professional capacity, I knew that I wanted to make my classroom a space of learning. But maybe more importantly, a place of sharing. I envisioned a space that encouraged a cross-knowledge discussion, where my students felt comfortable in discussion so that we could collectively grow together. While I want to make sure that my curriculum is diverse and challenging, I also want to tap into the natural resources that our students have developed in their own experiences. My hope that over the next few years as I begin to perfect my methodologies, I can define strategies that will help me better craft memorable classroom experiences.

Luckily, I've been able to source inspiration from teachers and learning situations I have participated in during my educational and professional career. I believe that outside perspectives are always welcome, so I'm looking forward to incorporating feedback from my students, my faculty members, and from the resources at the Faculty Center. I've made it a priority to continually check in with my students, which has been successful in establishing a positive classroom culture. Ultimately, my goal is to make sure my teaching is relevant, and my students are supported in their work so they continue to learn and create with confidence. By using this opportunity to carefully assess and plan future goals in three major areas: teaching, citizenship, and scholarship, I can better prepare myself as an educator.

## SELF ASSESSMENT + GOALS

My goal for this Faculty Development Plan is to accurately assess my position, while also keeping in mind my desired progress. While I feel more acquainted with the classroom and how to organize my curriculum, I am mindful there are still many methods and suggestions that can further enhance my effectiveness. The following assessments will chart my current levels, while also providing a list of goals that will help guide me through the next few years in my position.

### TEACHING

There are many aspects of teaching that excite me, particularly as I work to incorporate developing innovative approaches. As I've begun getting more confident in my approach, my primary focus will be on how to best structure my classes so that they fit within both the aims of the Illustration area and the focus of the university. To start, I believe I can achieve this first by doing more listening than speaking. The students in the program have needs that I hope to help support. There is always material that calls for a traditional lecture model, but I find that opening up the floor to student discussion inevitably helps to enrich the topic. Talk will often circle back to previous class discussions, and centers on the elements that are particularly relevant to their learning level. While I believe that I have progressed extensively during my first year of teaching, I believe there are areas that would be particularly helpful to concentrate on as I begin to deepen my teaching philosophy, particularly on classes that I will start leading over the course of multiple semesters.

#### Strengths

- A diverse educational experience during both undergraduate and graduate degrees.
- Engaging methods in the classroom for student-centered discussion.
- Assignment expectations and laid-out schedules easy to interpret.
- Classroom organization clearly defined.
- Use of diverse and relevant educational resources, including multiple formats.

#### Areas of Growth

- Effective demonstrations that go over relevant points of knowledge more clearly.
- Prepare more engaging activities to get the students involved in participation.
- Incorporate assigned reading more fully into the lecture structure.
- Provide additional educational resources for students who require additional outside support.
- Be more flexible in my teaching approach so I can easily pivot when the unexpected happens.
- Set-up a focused grading structure so that students understand the expectations for each assignment at the start.

#### Short-Term Goals

- Introduce class goals up-front when teaching my courses, so that students understand the expectations at the beginning of the semester, which should lead to a more goal-oriented attitude.
- Prepare a more comprehensive list of resources that are available to students up front instead of at the end of the semester, so they can do more research into topics that I don't have time to cover as extensively during our lectures.

- Re-structure DESIL 353 Narrative so that the content is more evenly distributed for students who have a more diverse interest in the picture form.
- Develop pitches for new class content to be structured within the 394R listings, including a class on sequential narratives, illustrated type, and alternative methods.
- Work on collaborating with other areas in the Design Department to create a holistic curriculum that mimics professional environments.

#### Long-Term Goals

- Encourage students to create a contemporary definition of the illustration market by experimenting and pushing their own work outside of the work that has been done by past students.
- Work on developing experiential learning opportunities with groups of students that center on current market applications.
- Develop a collaborative class that pairs students with non-profit or community programs so they can practice working in practical business environments.

#### Resources Needed

- Curriculum goal clarity, set by both the Design Department, and the Illustration Area.
- Access to teaching support, through the Faculty Development Center and seasoned faculty throughout the department.
- Feedback integration from students as they progress through the program.

### **CITIZENSHIP**

Citizenship responsibilities are an important part in the development of my teaching philosophy. First, they provide an opportunity for collaborative assignments between various areas and faculty in the department. Second, each assignment focuses on topics that are important in promoting change in both the classroom and in the department. My citizenship responsibilities on the Diversity Committee have benefited my teaching curriculum preparation immensely, so I'm looking forward to additional opportunities in the future. One thing that I've become aware of is the amount of time that each assignment requires. I anticipate the key to keeping a good balance between responsibilities is to work collaboratively and prioritize each member's strengths.

#### Strengths

- A willingness to collaborate across areas and departments when needed.
- Experience in multiple collaborative situations either in groups or solo professional capacities.
- Openness to new ways of working and an eye for restructuring methods that may need a refresh.
- Ability to work on longer-term projects while keeping my personal assignment requirements organized.

#### Areas of Growth

- Practice speaking up more and contributing to the conversation during large group meetings.
- Reach out to colleagues that are outside the department for better networking opportunities, whether in the Design Department, Art Department, or other non-art areas.
- Reach out to student groups on campus that engage with diverse populations to provide support from the Illustration Area if interested.

#### Short-Term Goals

- Be more familiar with my citizenship responsibilities and how they overlap with personal teaching duties.
- Reach out to committee leaders for advice on how to lead according to department goals.
- Fulfill assignments and develop personal mile-markers that measure effective methods.
- Work on developing relationships with outside professional leadership opportunities, such as the SCBWI (Society of Children's Book Writers and Illustrators) Regional Chapter.
- Attend professional conferences (such as ICON or SCBWI Fall or Winter Conferences) and network with other illustrators, agents, and educators.

#### Long-Term Goals

- Connect students and faculty more frequently by utilizing student groups that helps with citizenship responsibilities.
- Research traveling and presenting opportunities at international conferences related to education or illustration practices for a more global approach to my work on campus.
- Create an illustration outreach program to new or underserved areas to diversify the student population.
- Survey current student population with questions that assess their emotional or learning needs, and work with the faculty on developing programs or structural changes that support their requests.

#### Resources Needed

- Travel expenses through grants or annual budget allotment to explore local, regional, or international opportunities.
- Student and administrative support when developing experiential learning projects.

## SCHOLARSHIP

When I accepted my teaching position, I made it a priority to keep my scholarship on equal footing. I've had experience in various fields and projects-- freelance, studio, books, and advertising. It is something that both challenges and excites me, I love that each project presents something new. While I've been happy with my work thus far, I'm looking forward to expanding upon themes or aesthetic directions in future work.

I'm most excited for the way that my scholarship intersects with my teaching curriculum. I believe keeping an eye on the current market trends and business strategies of a professional illustrator is vitally important to the students in the program. I've gotten better at networking within certain illustration groups, and I'm looking forward to using those connections to enhance the classroom experience with various visiting lectures and student mentored groups.

### Strengths

- Varied educational experience, both in my undergrad or graduate programs, which provides a unique perspective.
- Skilled in various mediums, including both digital programs and traditional methods of art making.
- Experience in large projects, including multiple publishing projects in the children's market.
- Full-time studio experience at a large corporation with varied projects.

### Areas of Growth

- Expand experience in other illustration markets that I haven't had the opportunity to explore.
- Be more aware of illustration or design competitions and their requirements for better exposure.
- Better understanding of illustration applications and how they are developing in the modern illustration or animation markets.

### Short-Term Goals

- Test out new ways of working, either in digital or traditional mediums, or a hybrid of both.
- Work on personal projects that can lead to further publishing opportunities.
- Amp up areas of my portfolio that need restructuring, particularly in the design genre.
- Better schedule my time between teaching responsibilities and studio development time.

### Long-Term Goals

- Expand my knowledge of workshop or artist retreat opportunities so that I can take advantage of them during the summer vacation. This could also be something I work on in preparation for any type of sabbatical opportunities in the far future.
- Work to develop more complex ideas that can be translated in multiple mediums and for larger audiences.
- Create other genres of work that push the boundaries of illustration, design, or gallery work, potentially in connection with social programming or another working partner.

### Resources Needed

- Funding for media exploration, both in scholarship work, and for experimentation.
- Administrative support if any type of workshop or artist retreat interferes with teaching schedule.

## TEACHING AGENDA + GOALS

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The course I've chosen to focus my Teaching Development Project on is called DESIL 488 Professional Practices. It's a course I haven't had the chance to teach yet, and positioned specifically for senior or graduating students. Because this is a course that teaches practical strategies and not artmaking skills, it will be a challenge. I'm structuring the class with a variety of activities and guest presentations to give them a broader understanding of the professional field. This not only makes the class more dynamic and enjoyable, it allows me to touch on multiple areas of the professional market so it better suits the needs of the students. I want them to start thinking like professionals now, and not just when they graduate.

### AGENDA

#### Goals

- Provide relevant resources for the students to use in multiple professional situations.
- Reach out to professional illustrators in multiple fields for possible guest lecture visits.
- Work on incorporating more written and self-reflection opportunities for the students to better understand their position as artists-in-training.
- Craft (1-2) assignments that mimic the professional pipeline as much as possible, so they experience a situation that closely follows real-world components.

#### Assessment Measures

- Provide a survey for students to complete at both the beginning and a mid-course to evaluate the effectiveness of the class structure.
- Have students help create assignment guidelines so they are more informed on the grading process.
- Schedule at least one class period that is dedicated to student discussion and an airing of concerns.
- Meet regularly with my mentor and assess my progress on course outcomes.
- Use the Center for Teaching and Learning resources to strengthen my student engagement.