

Sample 1

Faculty Development Plan for Scholarship, Teaching, and Citizenship

██████████
Dept. of Spanish & Portuguese

*updated August 12, 2022

Self-assessment:

1. **Strengths:** Organized, driven, student-centered, open to feedback
2. **Interests:** Human rights, contemporary literature, comparative Portuguese/Spanish/English projects, 19th-century literature, digital humanities, translation
3. **Opportunities I'm interested in:** Participation in Humanities Center (colloquia and fellows program) and in Latin American Studies program (becoming an affiliate); translating the novels *Enquanto os dentes* (Carlos Eduardo Pereira, 2017) and *Algun lugar* (Paloma Vidal, 2009)
4. **Areas in which to develop:** Scholarship (I need to send out more articles, especially to US venues), observing others' teaching and having them observe me; carving out time to move research agenda forward

Scholarship:

Within the context of literary studies, I am interested in the following areas: antislavery narratives, human rights, translation, contemporary literature, comparative literature, and questions of race. I plan to develop scholarship that engages with these themes and to let my teaching and research inform and reinforce one another. I have published two articles that count toward CFS and submitted two more this summer. I was in a good writing rhythm early in the summer but have been much less consistent recently. I propose the following goals to help me ramp up and sustain my scholarly productivity, in terms of both quality and quantity. Each of these goals is objectively measurable, and I believe the first goal—writing for 6+ hours each week without distractions—is the key to accomplishing the others.

Long-term Goals (to complete by Fall 2026, when I go up for CFS):

1. Write/research for at least 6 hours/week; track hours and submit to faculty mentor each week to stay accountable (x16 weeks = 96 hours per semester)
2. Publish 8 peer-reviewed articles (2 already published, 2 currently under review)
3. Co-author 1 peer-reviewed article with a student
4. Publish 1 book-length translation: *Enquanto os dentes* (Carlos Eduardo Pereira, 2017) or *Algun lugar* (Paloma Vidal, 2009)
5. Secure contract for dissertation-based book project on race and empathy in literature from across the Americas (I have written the introduction, two chapters, and portions of the two chapters I plan to add)

Goals for Fall 2022 (NFS Scholarship Development Project):

1. Write/research for at least 6 hours/week (MWF 10–11 am, TTh 1–3pm) with no distractions; track hours and submit to faculty mentor each week to stay accountable (x16 weeks = 96 hours by the end of Fall semester)
2. Submit revisions for “From *Próximos* to *Próximos*: Discursive Redlining, Autoconstruction, and Crossing in *Estação terminal* and *Angosta*” to *Hispania* (due by September 22)

3. Finish Belda transcription project—interviews with contemporary Brazilian authors on literature and human rights (14 interviews being transcribed/revised by students as part of H-MEG project)
4. Present at American Portuguese Studies Association conference at BYU (October 6–8)
5. Read *Getting it Published* (William Germano) and make plans to implement what I learn

Relationship to department and university aspirations/needs: Producing quality scholarship will help me feel fulfilled intellectually, it will help me secure CFS, and it will strengthen the Portuguese side of the department in terms of faculty expertise, course offerings, and department identity. It will also bolster the reputation of BYU as a place for serious scholarship and as a repository of expertise on Luso-Brazilian literature and culture.

Resources needed: funding to attend conferences and hire research assistants; H-MEG (awarded December 2021); course releases summer 2022 and 2023 (already granted); readers to give me feedback on my work

Teaching and Mentoring:

I enjoyed my first year of teaching at BYU and am grateful for my interactions with students. I am excited to be developing a new course on Afro-Brazilian literature and culture, which I will teach in the fall, and I am hopeful that it will be a rewarding experience for my students. I propose the following goals to help me develop and conduct this course (and others I teach) successfully.

Long-term Goals (to complete by Fall 2026, when I go up for CFS):

1. Regularly observe department colleagues (1-2x per semester) in their teaching, and ask them to observe me (1x per semester)
2. Continually improve teaching through attendance at workshops and seminars, reading books on effective pedagogy, working with Center for Teaching & Learning, etc.
3. Attend an American Association of Teachers of Spanish & Portuguese conference (1–2x)
4. Help 2–3 students submit a proposal to present at a research conference

Goals for Fall 2022 (NFS First-Time Teaching Goals for PORT 459 “Black in Brazil: Afro-Brazilian Literature & Culture”):

1. Communicate with Julie Swallow (CTL consultant) to fine tune Afro-Brazilian Literature & Culture course and get her feedback on assignments
2. Explicitly connect course assignments to course, department, and college learning outcomes (in syllabus and on Learning Suite)
3. Use CFL’s mid-semester course evaluation to gather student feedback and make adjustments
4. Observe classes taught by [REDACTED] and by [REDACTED] from (I have already observed two Portuguese faculty members and believe I could benefit from observing these two); invite them to observe my classes and give me feedback
5. Finish reading *What the Best College Teachers Do* (Ken Bain) and make plans to implement what I learn

Relationship to department and university aspirations/needs: Good teaching and mentoring will attract more students to the department, prepare MA students to succeed in PhD programs and elsewhere, and strengthen the Spanish and Portuguese programs in general (perhaps through a comparative Spanish-Portuguese literature course in the future). It will also equip students with skills and confidence that they can draw on in many different contexts beyond the classroom.

Resources needed: Observations and review of syllabi and teaching materials by colleagues

Citizenship:

From the moment I was hired, I have felt welcome and valued in my department. I have made a concerted effort to support my colleagues and to attend events that they organize or in which they participate. I hope to continue strengthening my relationships within my department and to increase my participation in the wider field of Lusophone studies through the actions listed below. For the goals that are difficult to measure externally, I will track my efforts in a personal CFS tracker spreadsheet that I regularly update (and which I can share with my mentor and chair as needed).

Long-term Goals (to complete by Fall 2026, when I go up for CFS):

1. Regularly attend and participate in department and college events (lectures, colloquia, cultural events, etc.)
2. Diligently serve on department and college committees as asked; track
3. Organize 3–4 events for students and/or faculty to attend
4. Serve as peer reviewer for 4–5 articles
5. Serve in a professional organization (e.g., the American Portuguese Studies Association)

Goals for Fall 2022 (NFS Citizenship Development Project):

1. Help organize and host American Portuguese Studies Association conference at BYU in October, and co-moderate the panel [REDACTED]
2. Volunteer to review articles for the *Journal of Lusophone Studies*
3. Arrange for one Zoom visit from a prominent Afro-Brazilian writer/scholar as part of my seminar on Afro-Brazilian literature and culture; invite the department to tune in
4. Continue to participate in my weekly writing group with department colleagues
5. Facilitate and encourage discussions and actions relating to diversity and inclusion in my department (through work on department- and college-level committees)

Relationship to department and university aspirations/needs: Being an active citizen in my department and field will help the department move forward, and it will enable BYU to better meet the needs of its students and engage in wider conversations with other institutions and groups of people.

Resources needed: Mentoring by more experienced faculty; funding to arrange Zoom visit from Afro-Brazilian writer/scholar

How I will mentor students in learning and research experiences:

I will continue to meet with my research assistants weekly on the Belda transcription project, in which we work together to transcribe and analyze interviews with contemporary Brazilian authors about literature and human rights. Additionally, I will design course assignments that enable me to model and facilitate for students the process of making connections between what we are studying and life beyond these courses. Finally, I will be responsive and attentive when meeting with students and serving on MA thesis committees.

How I will address equity in the classroom:

I will continue to look for and incorporate writers and thinkers from diverse backgrounds in my courses, facilitate discussions on sensitive topics relating to these questions, and show vulnerability in asking students to help me progress as a responsible and empathetic community member.

Sample 2

Professional Development Project

8/15/22

In my position, I am responsible for supervising the instructors of Spanish 321, Spanish 322, and the Spanish Writing and Grammar Lab (SWGL). Each semester, a group of 15–20 instructors teach these classes and work as consultants in the SWGL. Each class, as well as the lab, has its own goals and needs. Spanish 321 is the first class of the Spanish major and minor and is usually the first class that Spanish-speaking missionaries take when they return to school. Spanish 322 is the writing intensive course that we offer. It is not a required course, but it is extremely helpful in improving students' ability to write in Spanish in a variety of contexts. The SWGL is a lab that is available to all students of Spanish at the 205 level or higher. Students may bring their grammar questions to the lab, or they may bring in a paper that they would like help on.

The majority of instructors that I supervise are adjunct instructors. They receive a new contract each semester and they worry every semester about getting enough classes and about being assigned to classes that work for their schedule. They also often worry about losing their jobs over a couple of poor student ratings. It is important to me that the adjuncts know that they are a valued part of the Spanish and Portuguese Department and that we are invested in their professional development and their longevity. They teach over 40 sections of classes for us each semester, and their expertise and relationships with students are an enormous asset to our program. That's why my goal for this next year is to create a supportive culture where the instructors know what is expected of them, where they stand, and how they can continue to improve as instructors.

My first step in helping to create a supportive culture is to formalize the annual evaluations that the department chair and I conduct with the adjunct instructors every semester. Previously, the adjunct instructors have met informally with their supervisor and with the department chair to talk about their work and any concerns they have. Starting this year, the adjunct instructors will follow the same protocol that full time faculty do. Namely, they will fill out a Performance Report Form in January and send it to me. I will then meet with them in February to go over their form with them and talk with them about the goals they have for the year, how those goals are going, and what I can do to help them. I will use a rubric that I created (modeled after the rubric used for full time faculty) to discuss their teaching performance and their professional development efforts. After our meeting, I will send my notes to the department chair, who will also meet with each instructor. It is my hope that, even though the adjunct instructors are on a semester-to-semester contract, approaching their reviews the same way that we do for full time faculty will help them understand their value in the department and help them feel that we see them as colleagues.

Another step I have taken to support the adjunct instructors is to create a schedule of professional development that all are required to participate in and that they receive payment for. This professional development has four main parts: 1) a pre-semester set of trainings, 2) three mid-semester trainings, 3) a set of modules, and 4) a self-evaluation or observation of

another instructor. The purpose of this professional development is to help prepare the instructors for the school year and to help them continue to improve their teaching. The lab consultants will also be involved in trainings. This semester, the training sessions will be focused on creating a culture of inclusivity in our classrooms. For one training, I have invited a prominent professor of Spanish linguistics to speak with the instructors and their students about language inclusivity. I have also invited Doug Porter from Humanities + to speak about cultural inclusivity. Creating a culture of inclusivity will be especially important over the next few semesters as the curriculum develops to incorporate some difficult topics that are important in the Spanish-speaking world, such as race, gender roles, immigration, etc. Next semester, the trainings will largely focus on how to build students up as we help them self-assess their language abilities. I hope that focusing on culture first will help us build a positive foundation before we tackle potentially challenging curriculum changes.

My final step in trying to create a more supportive culture for instructors is to be more organized. To that end, I have created a Canvas course that all the instructors can access that houses all the documents, links, and information they need. It is also a place where we can share materials with each other and chat with each other in real time and thereby build connection as we build on each other's expertise. In this course, I will provide a series of extra professional development modules that instructors can work through on their own time and according to their interests and needs. Housing this course in Canvas will also allow the instructors to experience Canvas as students. This will help those who use Canvas to see other ways of structuring a course and will help all to prepare for our transition to Canvas next fall.

To evaluate the effectiveness of the steps I am taking to create a supportive culture among the instructors, I will regularly ask for feedback. I will send out Google Forms that ask instructors to share their experiences with the trainings, suggestions for future trainings, whether they feel they were fairly compensated for the trainings, their experience with Canvas, etc. I will also hold a couple of lunches or other informal gatherings during the semester so that we as a group of instructors can continue to build relationships and discuss how things are going. I will use the feedback I receive this year to make modifications for next year.