

FACULTY DEVELOPMENT PLAN FOR TEACHING, CITIZENSHIP,
AND SERVICE TO THE PROFESSION

Department of Spanish & Portuguese

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Self-assessment

I have mainly developed my academic progress in three institutions (The Pennsylvania State University, Villanova University, and Brigham Young University), where I got involved in teaching, scholarship, professional development, and citizenship activities. No doubt, these opportunities have given me experience in such areas and helped me enhance my strengths. Also, studying at and working for those institutions have made me become more aware of various areas of improvement I need to work on to “make weak things become strong unto [me]” (Ether 12:27). The following list includes some of my strengths, skills, weaknesses, and areas in which I want to develop more.

1. Strengths: Prayerful, compassionate, patient, tolerant, disciplined, organized, empathetic, respectful, good learner, open to change and innovation, detail oriented. I value diversity and am eager to listen to my students and colleagues. Also, I enjoy praying for and with my students. In and out of the classroom, I always try to understand each student’s situation, put myself in their shoes, and adapt my teaching, course assignments, and assessments to their needs and circumstances. With the purpose of made these adaptations and serve the different learning styles, I use a wide variety of teaching techniques that encourage active participation from my students. It implies willingness to keep learning openness to changes and innovation. I have ample experience in teaching young adults as worked as a teaching assistant at BYU when I was studying my MA in Comparative Literature, as a graduate lecturer at the Pennsylvania State University, and as an Assistant Teaching Professor at Villanova University. In addition, I served as a voluntary teacher for The Church of Jesus Christ of Latter-day Saints’ Institute of Religion in the Copilco area in Mexico City, which enhanced my abilities to teach with the help of the Spirit. Moreover, I am bringing the experience I got when I worked as a journalist and PR specialist for several private organizations, the Church, and the Mexican government. Working in these positions helped me become more disciplined and organized.

2. Skills: Able to communicate both in English and Spanish, good writer, use of technology to support and enhance the teaching-learning process, critical reader, able to facilitate student-centered and experiential learning activities in and out the classroom.

3. Opportunities I would like to get involved in: I would like to become an AP grader in the area of Literature, help with the activities of the Humanities Center and the Latin American Studies program, mentor at least one student per year as they develop a project supported by Humanities+, become part of the leadership of a study abroad program either in Spain or Latin America, give a talk or teach a class during

Education Week every other year, present a paper on a topic relating to teaching Hispanic literature either in the ACTFL, MLA, or Latin American Studies Association annual conferences, and develop a seminar course on Latin American science fiction.

4. Areas to improve: Better time management (being able to say no when my plate is too full); being more efficient in essay and paper grading; reconnecting with former colleagues from other institutions in order to work together in common projects; improving the rubrics and study guides for my courses; exploring more pedagogical techniques and methods.

Teaching & Mentoring Goals

I believe that teaching and learning go hand-in-hand in a two-way active, uplifting process, which requires commitment from both the professor and the student. Therefore, I aim at propitiating activities and experiences that motivate students to not only become co-responsible for their own learning and their peers', but also to enjoy this process and strengthen their faith in the Lord Jesus Christ: "And as all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith" (D&C 88:118). In order to attain these main objectives, I want to work on the following:

1. General goals:

- Read and study at least three books per year dealing with pedagogy and methodology.
- Purposefully, establish connections between my Scriptures study and the materials we are discussing in class to use them in the classroom and in our course assignments (e.g., digital dialogs, essay prompts, etc.) to strengthen my students' testimonies of Jesus Christ and His restored gospel (and mine too, of course).
- Visit with all my students during my office hours at least once during the semester with the purpose of knowing more about their needs, interests, concerns, ideas, and goals so that I may serve them in a better way and build bridges of understanding.
- Use a student early-term feedback form around the fifth week of classes each fall and winter semesters, or the third week of each spring or summer term, with the purpose of knowing what is helping them learn, what would further help their learning, and what they can do to help ensure that they get the most from that particular course. After getting the results from this anonymous survey, I will present them in class and let them know what adjustments will be made.
- Every other year, motivate at least one of my students to submit a proposal for a Humanities+ project and mentor them.
- Seize every opportunity to participate in seminars and workshops organized by the Faculty Center.

- Seek opportunities to gain on-site experience in regions of the Spanish-speaking world in order to enhance my teaching of Spanish American culture and literature.
- During every other spring or summer, participate in one conference or workshop dedicated to teaching improvement, such as the Annual Faculty Conference on Teaching Excellence, organized every year by Temple University.
- Every semester, ask one of my colleagues to observe me as I teach, receive feedback from them, and make changes and adjustments accordingly.
- Incorporate more of BYU's resources into my lessons. For instance, I could take my students to the Education in Zion Gallery or the Museum of Art when it is possible and adequate to connect their exhibits to the content of my course. I will keep motivating my students to attend the International Cinema movies, the College of Humanities' and my department's activities.
- At the end of each semester or term, analyze the student evaluation scores and comments to make the appropriate changes to my courses, teaching methods, materials, etc.
- In the spring and summer terms of 2024, after requesting funds from my department and the College of Humanities, I will carry out a curriculum development project. I will travel to four countries in South America (Colombia, Perú, Chile, and Argentina) to collect materials and experiences I will mainly use in my SPAN 355 Cultures of Hispanic America course.

2. Goals for 2023-2024, (New Faculty Seminar Teaching Development Project):

- Redesign the syllabus of the course SPAN 335 Hispanic Literature for Spanish Teachers, to be taught in the fall 2023. Submit it to the Faculty Center by August 14, 2023.
- Schedule an appointment with Julie Swallow (CTL consultant) to receive feedback on my syllabus.
- Ask my mentor (David Laraway) to visit one of my classes from this course and make adjustments according to his feedback; also, visit one of my colleagues' classes to learn from them and get ideas for my course.
- Use a student early-term feedback form around the fifth week of classes to obtain valuable information from my students. Then, make changes and adjustments based on their responses.
- Schedule another appointment with Julie Swallow (CTL consultant) in January 2024 to get some ideas and feedback that will be helpful for my Teaching Development Final Report, to be submitted by February 12, 2024.
- After teaching SPAN 335 in the fall, incorporate the appropriate changes into the course.
- Between 2023 and 2024, I will read and study *Learner-centered Teaching: Putting Research on Learning into Practice*, by Terry Doyle; *Team-based Learning: A Transformative Use of Small Groups in College Teaching*, by

Michaelsen, Knight & Fink, and *The Best Teacher in You: How to Accelerate Learning and Change Lives*, by Quinn et al. Use many of the authors' principles and ideas to enhance my learner-centered methods and activities "toolbox" for this and other courses.

Citizenship Goals

Living the Gospel of Jesus Christ implies treating others (students, faculty, and staff) with respect, charity, and fairness, and at the same time foster and value collaboration, solidarity, service, diversity, equity, and inclusion. My vision on citizenship has to do with creating bridges of understanding, working in favor of the best interest of the community, and creating experiences to strengthen cooperation, communication, and relationships on and off campus. In accordance with this vision, I will do my best to achieve the following:

1. General goals:

- Actively participate in departmental meetings and the College of Humanities Diversity & Inclusion committee (to which I belong).
- As a co-advisor, regularly meet with members of the BYU chapter of Sigma, Delta, Pi (National Collegiate Hispanic Honor Society) to plan and carry out activities. Support both the other co-advisor and students to make this chapter flourish in the BYU community and become an example to other chapters nationwide.
- Support, promote, and attend colloquia, lectures, and activities organized by the Department of Spanish & Portuguese and the College of Humanities.
- Collaborate with the Centro de Estudios Vallejanos, presided by Dr. Mara García, a member of my department. As I have done in the past, I could participate as a presenter in its colloquia and anniversary celebrations, or write a text for one of its publications.
- Participate in the activities organized by the Faculty of Color Advisory Committee.
- Volunteer to host, help, and entertain colleagues coming to BYU from other institutions to give lectures or teach mini courses in our department.
- Help organize at least one lecture or colloquium by the end of 2025.
- Keep my relationship and collaboration with the Centro de Cultura, Arte, Trabajo y Educación in Norristown, PA (www.ccate.org), which serves the migrant Hispanic community.
- Every other year, participate as a presenter in Education Week. In fact, I am starting this tradition now since I will be a presenter this year (2023).

2. Goals for 2023-2024 (NFS Citizenship Development Project):

- Establish a relationship with a Hispanic organization in the Utah County area, such as Centro de la Familia and Centro Hispano, with the purpose of creating opportunities of service, collaboration, and experiential learning for BYU students, colleagues, and myself, while the Hispanic community and we bless each other.
- Motivate Sigma Delta Pi's members and the other co-advisor carry out a service activity in collaboration with one of the organizations mentioned above. Invite other colleagues and students to participate.
- Propose to invite members of those Hispanic organizations to attend and participate in my department's activities, such as the anniversary of the Centro de Estudios Vallejanos and Navidad Azul.

Professional Goals

Because I am a professional faculty member and not a professorial one, I am not required to work on research projects, unless they represent a contribution to the profession. Therefore, as part of my professional goals, I would like to get involved in projects that have to do with the development of a pedagogy of teaching Hispanic Literature and Culture. Also, I want to actively participate in the conversation with other colleagues at BYU and from other institutions regarding Human Rights Education and the uses of literature, film, and culture to create awareness about the situation of Human Rights in Latin America, and promote a more informed, critical citizenship among students. As part of my goals, I include the following:

1. General goals:

- At least once a year, write and publish a book review about a text dealing with my area of expertise.
- Become an AP grader in the area of Hispanic Literature (I have already applied and been accepted).
- Every other year, present a paper on topics relating to the pedagogy and methods of teaching Literature & Culture and Human Rights Education in a national or international conference.
- Share with my colleagues at BYU some ideas, experiences, and suggestions that may be used in their Literature & Culture courses. Our department's assessment day might be an ideal venue for this activity.

2. Goals for 2023-2024 (NFS Professional Project): I am eager to complete one of the following projects. I am proposing two because the feasibility of one of them depends on receiving a grant.

Project 1 (if I receive the grant):

- Participate in the BYU Grant Writing Bootcamp (August 14-17, 2023).

- Create and submit a proposal to get a summer stipend from the National Endowment for the Humanities (deadline is September 20, 2023).
- If I get the stipend, I will create a digital resource (website) containing various pedagogical and didactic contents that will help college and university faculty in the areas of Hispanic Literature & Culture and Latin American Studies become more educated in the methods and pedagogy of Human Rights Education and in how to use the Latin American *testimonio* to raise the students' awareness about the situation of Human Rights in Latin America. As a result, faculty members may be better equipped to teach about that topic, save time and effort in preparing their courses and lessons, and provide their students with learning opportunities that will help them become better informed global citizens, develop their critical thinking skills, and get more motivated to take action to defend their own rights and the rights of other people locally and abroad.
- Present this new resource in the Latin American Studies Association annual conference.
- Evaluate this resource and its results every year to keep it updated and ready to serve the educators' needs.

Project 2 (if I do not receive the grant):

- Work on a paper about the uses of the Latin American *testimonio* as an effective tool for faculty to teach about the situation of Human Rights in that part of the world, create awareness on this topic among their students, and motivate them to get involved—as responsible global citizens—in defending their own rights and other people's locally and abroad. In this paper, I will include appropriate methods and suggest learner-centered activities, along with recommendations to create experiential learning opportunities.
- Present this paper in the Latin American Studies Association annual conference, which will be held from June 12 to 15, 2024 in Bogotá, Colombia.
- Submit the paper to be published in a specialized journal.

Goals For Teaching My Second Semester of the Span 335 Hispanic Literature for Spanish Teachers Course

Department of Spanish and Portuguese

Based on the Students Ratings of the Learning experience corresponding to the version of this course I taught in the fall semester 2023 and after pondering on my own experience, I decided to work on the following goals I would like to achieve the next time I teach it (probably in the fall 2024):

- To learn and implement more techniques to do better scaffolding as I teach complicated theories or works of literature (I could ask for some advice from the Faculty Center).
- To create clearer and more useful rubrics for lesson plan presentations (I will even dedicate a session to discussing with my students how these rubrics could be improved, so that I may include their ideas).
- To design assessments that include a stronger writing component.
- To learn how to use the Go React application to record and provide my students with better feedback regarding their lesson plan presentations.
- To create a mid-term survey online to become more aware of the students' progress and the adjustments I should make to help them learn better.
- To invite somebody from the Faculty Center (in addition to my mentor and perhaps another faculty member from my department) to observe one of my classes and provide feedback.
- To keep reading and studying *Learner-centered Teaching: Putting Research on Learning into Practice*, by Terry Doyle; *Team-based Learning: A Transformative Use of Small Groups in College Teaching*, by Michaelsen, Knight & Fink, and *The Best Teacher in You: How to Accelerate Learning and Change Lives*, by Quinn et al. Use many of the authors' principles and ideas to enhance my learner-centered methods and activities "toolbox" for this and other courses.
- To review other textbooks and evaluate if I should replace the book that I used both in the fall semesters in 2022 and 2023 (I think I could find better options).
- To review my syllabus in order to evaluate if my course purpose and learning outcomes are aligning with the activities and assessments.

Professional Development Project Report

Department of Spanish & Portuguese

As part of my Professional Development Project, I proposed the following two options:

Project 1 (if I receive the grant):

- Participate in the BYU Grant Writing Bootcamp (August 14-17, 2023).
- Create and submit a proposal to get a summer stipend from the National Endowment for the Humanities (deadline is September 20, 2023).
- If I get the stipend, I will create a digital resource (website) containing various pedagogical and didactic contents that will help college and university faculty in the areas of Hispanic Literature & Culture and Latin American Studies become more educated in the methods and pedagogy of Human Rights Education and in how to use the Latin American *testimonio* to raise the students' awareness about the situation of Human Rights in Latin America. As a result, faculty members may be better equipped to teach about that topic, save time and effort in preparing their courses and lessons, and provide their students with learning opportunities that will help them become better informed global citizens, develop their critical thinking skills, and get more motivated to take action to defend their own rights and the rights of other people locally and abroad.
- Present this new resource in the Latin American Studies Association annual conference.
- Evaluate this resource and its results every year to keep it updated and ready to serve the educators' needs.

Project 2 (if I do not receive the grant):

- Work on a paper about the uses of the Latin American *testimonio* as an effective tool for faculty to teach about the situation of Human Rights in that part of the world, create awareness on this topic among their students, and motivate them to get involved—as responsible global citizens—in defending their own rights and other people's locally and abroad. In this paper, I will include appropriate methods and suggest learner-centered activities, along with recommendations to create experiential learning opportunities.
- Present this paper in the Latin American Studies Association annual conference, which will be held from June 12 to 15, 2024 in Bogotá, Colombia.
- Submit the paper to be published in a specialized journal.

I did participate in the BYU Grant Writing Bootcamp in August 2023 and created a proposal for the project I listed above as Project 1. However, I did not get the grant.

Therefore, I decided to work on Project 2. This is my report about the steps I have already taken and the ones I will need to complete next:

- On September 15, 2023, I submitted a proposal to the Latin American Studies Association (LASA) in order to present a paper on a pedagogical project in their annual congress, to be held in Bogotá, Colombia from June 12 to 15, 2024.
- I received my paper acceptance letter on November 16, 2023.
- I will work on preparing my presentation between March 1 and May 31. I will use many teaching experiences from a course I am currently teaching: SPAN 457R/659R Human Rights in Latin American Literature, Culture & Film.
- I was scheduled to present my paper on June 15, 2024.
- After presenting this project in LASA's congress, I will work on an article based on my project with the purpose of publishing it.
- After completing Project 2, I would want to try again to obtain a grant to work on Project 1.

Citizenship Development Project Report

Department of Spanish & Portuguese

These are the goals I created for my Citizenship Development Project:

- GOAL #1: Establish a relationship with a Hispanic organization in the Utah County area, such as Centro de la Familia and Centro Hispano, with the purpose of creating opportunities of service, collaboration, and experiential learning for BYU students, colleagues, and myself, while the Hispanic community and we bless each other.
- GOAL #2: Motivate Sigma Delta Pi's (Hispanic Honor Society, which I advise) members and the other co-advisor carry out a service activity in collaboration with one of the organizations mentioned above. Invite other colleagues and students to participate.
- GOAL #3: Propose to invite members of those Hispanic organizations to attend and participate in my department's activities, such as the anniversary of the Centro de Estudios Vallejanos and Navidad Azul.

This is the status of such goals:

- GOAL #1: I have been in contact with an organization called No Más (No More a Stranger Foundation), which serves the immigrant community in Utah Valley, Salt Lake City, and Ogden. I am volunteering to help them as a document translator. They are always in need of volunteers, so I would like to invite some of my students to join the organization. Also, I am organizing my SPAN 457R/659R students to propose and implement different service projects to help other nonprofit organizations serving the Hispanic community in the Utah Valley area, such as Centro de la Familia and Centro Hispano. In fact, these experiential learning opportunities are an important part of this course.
- GOAL #2: I am encouraging Sigma Delta Pi to carry out at least one service activity with Centro de la Familia. The plan is to have it before the semester ends.
- GOAL #3: As we complete the previous goals, I will look for opportunities to get the members of these organizations (Centro de la Familia, Centro Hispano, etc.) involved in Navidad Azul (a Christmas activity where musicians and poets participate) and the anniversary of the Instituto de Estudios Vallejanos. In these venues, they might share their artistic talents.

Teaching Grant Request

Department of Spanish and Portuguese

I am formally requesting the 500-dollar teaching grant offered by the Faculty Center. With the purpose of enhancing my teaching abilities and techniques, I would like to use some of the money of this grant to register to a conference for higher education faculty, such as the University of Utah's Annual Teaching Symposium and the Utah State University's Empowering Teaching Excellence conference.

Also, I would like to get the following books:

- Bain, Ken. *What the Best College Teachers Do*. Harvard University P.
- Blau, Sheridan D. *The Literature Workshop: Teaching Texts and Their Readers*. Heinemann.
- Bloom, Susan D. *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*. West Virginia University P.
- Sapher, Jon, Mary Ann Haley-Speca, and Robert Gower. *The Skilfull Teacher: The Comprehensive Resource for Improving Teaching and Learning*. 7th edition. Research for Better Teaching.
- Stevens, Dannelle D., and Antonia, J. Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Routledge.

I would also like to pay for memberships to have full access to some technological platforms I could use in the classroom, such as Kahoot!, Mentimeter, and Quizlet.