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***Spanish and Portuguese Review:
Scholarship with Mentoring***

David P. Wiseman

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Spanish and Portuguese Review: Scholarship with Mentoring

David P. Wiseman
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As a graduate student, I was the recipient of extraordinary mentoring. I clearly remember the day when Valerie Hegstrom and Dale Pratt invited me, a new MA student at Brigham Young University, to serve as Editor of a play guide for the BYU Golden Age Theater production of Lope de Vega's *El caballero de Olmedo*. I was initially reluctant to accept because I had no editing experience. I had never even read a play from Lope. And yet, they saw potential in me that I did not see in myself. I agreed to give it my best effort, and thus began what would become one of my most treasured educational experiences.

The story continues. After publishing the play guide, I remained an inexperienced editor with no intention of making publishing arts a significant part of my future career. Shortly thereafter, however, other opportunities arrived. Throughout my graduate studies, I was fortunate to work under the tutelage of a number of exceptional editors. This training later led to a three-year term as Managing Editor of *Hispania* and my current work with *Spanish and Portuguese Review*. I am indebted to the many dedicated mentors who took chances on me, invested their time in my future, and taught me practical skills that would prove invaluable in my work as an emerging professional.

As any graduate student currently searching for employment can tell you, today's job market is challenging. Even our top students struggle to secure tenure-track positions. Given this reality, there is a need to reevaluate the way we prepare graduate students for the job search and the careers that follow, whether within or outside of academia. One of the reasons I originally proposed an AATSP graduate student publication was to provide students with professional skills training. As envisioned, student editors and contributors have been actively involved in every stage of the publication process. Some had prior editorial experience, while others were first-time editors and authors eager to learn more about professional writing, the submission process, peer review, responding to criticism, reviewing books, working with others in committees, and more. The students on our board also engaged in critical thinking, decision making, marketing, strategic planning, and teamwork—beneficial skills in any line of work. Our more than forty student editors come from diverse regions and institutions. As there is not space here to highlight their individual contributions, I invite you to review the list of their names published

in the Front Matter of this issue. I cannot speak highly enough of their work. They consistently approached assignments with precision and enthusiasm. If their work is representative of the future of our profession, then that future is indeed bright.

Our board was strategically designed to have experienced faculty editors work alongside the graduate students. Julie Bezzerides (Managing Editor over Peer Review), for example, worked with our student editors to organize a thorough and efficient peer review process. She recruited student and faculty peer reviewers, personally read every submission, offered detailed feedback to contributors, and answered student questions about the peer review process. I am grateful for her tireless efforts.

As is often the case with quality journals, publication decisions were difficult to make, and many excellent articles could not be accepted. In the end, we were able to find a solid balance of languages, topics, and fields. We were especially pleased with the number of submissions addressing Brazilian literature, language, teaching, and culture. Several of these studies are published in this issue. Please also look for interviews with Rosa Montero and Jaime Salazar (we appreciate their time in providing these interviews), reviews of important new books, and informative dissertation lists prepared by David Knutson. We sincerely appreciate the Department Chairs, Graduate Coordinators, and Program Directors who actively circulated our call for submissions, the graduate students who submitted their work for publication, and the peer reviewers who evaluated these materials.

Following the selection of content, Anna-Lisa Halling (Managing Editor over Copy Editing) directed a dedicated team of student and faculty copy editors who carefully reviewed the content, language, and style of each piece published in this issue. Several contributing authors noted that these revisions improved the clarity and content of their work. As editing can be a thankless job, I want to recognize Dr. Halling and our copy editors for their contributions to this issue. Your work is truly appreciated.

Cory Duclos (Managing Editor over Production) carried a significant load in the final stages of the production process. With feedback from the entire board, he created the layout design for this first issue. He also provided the initial formatting for the content, worked with authors to resolve issues with figures and tables, assisted in the creation of our hosting website (in collaboration with our talented webmaster, Laura Colaneri), and provided general support and feedback. Following the publication of this issue, Dr. Duclos will serve as the new Editor of *Spanish and Portuguese Review*. I am grateful for everything I have learned from him while working together on this issue. The journal will be in good hands for the future.

Todd Hughes (Vanderbilt University), Sheri Spaine Long (AATSP, Editor of *Hispania*), and Ada Ortúzar-Young (Drew University) gave generously

of their time as faculty board members. Beyond their notable contributions to the journal, they have also actively promoted a wide range of AATSP initiatives supporting graduate student learning and teaching. Under the visionary leadership of Emily Spinelli, the entire AATSP National Office has been fundamental to the success of this journal. This project would not have been possible without their support.

Given the dual focus of *Spanish and Portuguese Review* as a national forum for graduate student research and a mentoring opportunity for professional development, I was pleased to ask Thomas N. Phillips II, a doctoral teaching fellow in the Department of Romance Studies at the University of North Carolina at Chapel Hill, to pen a guest editorial for this issue. As he aptly describes in his note, “Outsourcing the Future: Career Development in the Spanish and Portuguese Classroom,” it is increasingly important for educators to not only teach course content, but also help students engage in career planning and acquire the skills necessary to thrive in their chosen professions. I invite you to consider his timely message.

My first editorial note in the aforementioned play guide is now more than a decade old. In that note, I recognized that the experience left me “changed for the better.” At the time, I did not realize how it would also alter the course of my career. As I reread this inaugural issue of *Spanish and Portuguese Review*, I will do so with gratitude for the opportunity to work with such a talented group of graduate students and supporting mentors in developing this journal and publishing its pages. For me, and hopefully the students, the process has been as valuable as the product.