

Faculty Development Plan

Contemporary Dance--Fall 2019 Assistant Professor

The faculty development plan is a "blueprint" describing a faculty member's proposed professional activities. According to the "University Policy on Faculty Rank and Status" this plan includes the following elements:

1. The faculty member's self-assessment of his or her strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.
2. The faculty member's professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and the plan to accomplish these goals.
3. The relationship between individual goals and department and university aspirations and needs.
4. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.
5. The faculty member's activities and accomplishments so far in achieving the goals.
6. The faculty member's comments, if desired, on measures used to assess success in his or her professorial or professional responsibilities and in accomplishing the goals set forth in the plan. ("Univ. Policy on Faculty Rank and Status," 3.1.2).

Citizenship

Self-Assessment

- I believe that dance as an art form is strongest when in collaboration between varying artistic disciplines, beautiful engineering, scientific excellence, or technological innovation. I enjoy being involved in the collaborative process of making art and educating art makers because I believe the common thread of both is service. Citizenship is the active manifestation of the service mindset that I am continually trying to cultivate. Citizenship opportunities have allowed me to develop a clearer understanding of how I can improve and better serve in my own capacity. I have been fortunate to be involved in several aspects of collaboration through live performance, directing theatrical productions, working with multiple departments on college campuses, within church service, and in professional associations.
- I am currently serving as a Gospel Doctrine teacher in my ward that is filled with former mission presidents and Emeritus General Authorities. This humbling citizenship opportunity allows me to strengthen my testimony each week of the Savior, and the truth of the statement by President Thomas S. Monson, "the Lord qualifies whom he calls". Through accepting this citizenship opportunity my capacities have increased and blessings continue to flow over into the classrooms and rehearsals I lead.

- In my first semester, I have accepted and filled numerous guest teaching and guest speaking invitations. I have always left those opportunities feeling more lifted and taught than anyone in the room. I have assisted in the casting process for BYU's Young Company, BYU's College of Fine Arts Black Box Theatre productions, and as the creator of Contemporary Promotions. In 2020, I will actively participate in the search committee for a CFS faculty position in Ballet and help the MDT program select their incoming Freshman class. I belong to the Actor's Equity Association, the Observership program with Stage Directors and Choreographers Society, and the Musical Theatre Educators Association. These national connections allow me to not only look for citizenship opportunities at a national level, but also allow me to represent what BYU and the gospel of Jesus Christ offers to our artform and global academic dialogue.

- I attended workshops on campus for new faculty development and grant writing, and will continue to attend and participate in the seminars for the FDS until completion of all sessions.

Strengths

- An eagerness to serve, learn and share knowledge when it is needed.
- Can build friendships and professional partnerships quickly and easily.
- Connections with current performers, choreographers, educators and producers that may enhance BYU student learning and professional opportunities.
- An ability to collaborate well with many different departments/areas of expertise for the betterment of the current students and future curriculum development.
- An active desire to bring experiential learning/citizenship opportunities to our students.

Areas to Develop

- Making sure I do not spread myself too thin with a desire to build extensive partnerships and contribute meaningful service.
- Furthering my connections and networking opportunities within the world of academia.
- Finding professional and academic associations beyond our campus that will synergize with our department goals.
- Having clear expectations for myself as I pursue my own citizenship and professional development opportunities.
- Becoming an active supporter and contributor in department committees.

Short-Term Goals (1-3 years)

- Serve on Department of Dance BA revision committee.
- Serve on MTEA (Musical Theatre Educators Association) Dance committee.
- Continue to bring guest artists to our campus to work with our students and faculty.
- Finish the FDS training program.

Long-Term Goals(3-6 years)

- Become involved in areas of citizenship at a national and international level
- Expand BYU's influence, creative works, and scholarship at national and international level
- Strengthen and organize more opportunities for experiential learning and service for department of dance students.

Required Resources

- Funds for travel and resources for conferences
- Funding for guest artists and educators
- Time to complete assignments for committees

Relationship Between Goals and University Aspirations

- This citizenship plan will put into action the university's philosophy to 'Go forth and serve'. I hope to continue to represent BYU as a service minded citizen of the dance field and continually connect the way I live the Gospel of Jesus Christ within the walls of my own home with the desire to lift all those I come in contact with when I leave it.

Teaching

Self-Assessment

- I attempt to provide opportunities for growth in each class session by inviting students to explore, experience and safely expand their knowledge and abilities. I believe that experiential learning provides a rich education, so my course development and implementation is centered around student's use of agency and active participation.
- I try to be proactive about addressing issues with students at the first sign of conflict so that I can best understand how to help the student succeed. I try to be clear and direct about expectations as well as compassionate toward individual circumstances.
- I support the teaching of other professors in our department. I have been invited as a guest teacher, lecturer and/or panelist to Dance 354 -Dance and Identity, Dance 459- Senior Seminar in Dance, Dance 261 -Orientation to Dance. And several BYU Performing Groups -Young Ambassador's, Contemporary Dance Theatre and Living Legends have each invited me to create and instruct their companies.
- I seek to implement feedback from students and colleagues alike. I maintain a close relationship with my mentors, Shayla Bott and Nathan Balsler, we converse frequently about our students and their needs as well as those of our department. I have found

that both my informal (classroom discussions) and formal methods (student evaluations) have been extremely helpful in letting me know where my teaching can be strengthened.

➤ I have taught Dance 230 – Conditioning and Injury Prevention, Dance 440 Advanced Contemporary Technique, Dance 341 Contemporary Modern Technique Forms, Dance 469 Senior Capstone Projects, and Dance 364 Contemporary Partnering. I have discussed collaborating with faculty members for several future Special Topics courses including Aerial Dance Technique, Dance and Technology, and the Intersection of Dance and the Unfolding Restoration.

➤ I have mentored students on projects they have conceived and designed and also invited students to work closely on my citizenship and scholarship activities to help them learn by both experience and example.

Strengths

- I ask for feedback frequently from my students. I seek to implement the feedback I receive, when helpful, as soon as possible.
- I continually work on refining curriculum from individual courses semester to semester.
- I can create, develop and implement engaging curriculum.
- I create an uplifting and safe environment in my classroom that facilitates learning and exploration, where each student is encouraged and supported.

Areas to Develop

- Refine my daily lesson plans to clearly connect to learning outcomes for each course.
- Help students avoid burnout and fatigue while still communicating the rigors required of a career in the arts.
- Provide more in-depth feedback for student's technical skill demonstrated in the classroom.

Short-Term Goals (1-3 years)

- Collaboratively develop curriculum for Aerial Dance Technique as a Special Topics Course
- Collaboratively strengthen curriculum for the Dance BA Degree.
- Continue to guest lecture in Dance, Theatre and MDT programs.
- Attend workshops and conferences for dance, theatre, education and directing to maintain fluency of current educational and theatrical practices/trends.
- Strengthen my relationship with students so I can support their own goals and career objective with relevant curriculum implementation.
- Continually be peer-reviewed for all courses taught.

Long-Term Goals(3-6 years)

- Successfully teach aerial dance, religion in the creative process and dance & technology courses.
- Expand and develop further curriculum for choreography focused students.
- Expand Aerial Dance as a discipline within the department of dance.
- Attend workshops and conferences for dance, theatre, education and directing to maintain fluency of current educational and theatrical practices and trends.
- Deeper exposure to collaborative curriculum resources and opportunities for our students' experiential learning.
- Expanding career opportunities and resources for dance students through professional networking and on-campus auditions.
- Continually implement peer-reviewed feedback into my courses.

Required Resources

- Funding to attend conferences and workshops.
- Funding to purchase more aerial dance equipment and apparatus.
- Time to collaborate with other faculty and professionals for curriculum and teaching development.
- Funding to purchase technology equipment and software for emerging media integration with dance.

Relationship Between Goals and University Aspirations

- With the university's focus on experiential learning, it is my goal to offer relevant classroom experience that will equip our dance students to engage meaningfully in the world when they leave our campus, "going forth and serve". I will accomplish this by refining my teaching skills, and also seeking to provide hybrid art opportunities for our students to combine aerial skills, emerging technology and a faith-based perspective into their art making.

Scholarship/Creative Works

Self-Assessment

- In just a few months as a member of the BYU arts community I have been **invited** to create a broad range of work.

Invited Creative Works include:

- 1.) A full production number for BYU's Young Ambassador's 50th anniversary tour titled "Souvenirs".

- 2.) A contemporary duet for the 2019 BYU Homecoming Spectacular, to accompany LDS recording artist, Hilary Weeks. **This work has been selected for inclusion the 2020 Art and Vision festival hosted by The Center for Latter-Day Saint Arts in New York City.
- 3.) An aerial dance piece utilizing five Spanish Web's for BYU's Contemporary Dance Theatre.
- 4.) Movement and flying sequences for BYU TMA's production of Wendy and Peter Pan.
- 5.) Choreography for original musical "Tale of a Lunatic?" in celebration of the 200th anniversary of the First Vision. Premiering at the De Jung Concert Hall @ BYU Spring of 2020.
- 6.) Perform and contribute choreography to "...the making of" and dance duet and collaborative installation with Art Professor Joe Ostraff, presented at the On-Site Mobile Dance Series produced by lovedancemore.org.

➤ I have applied for and been awarded several generous college and department fund to create an aerial dance film in the Spring of 2020. I have built strategic collaborative relationships that will enhance this creative work. David Eberhard, coach of the BYU Dunk Team is an active collaborator and his team of extraordinary athletes will join our cast for this film. Thus, the final product will showcase the performances of both Contemporary Dance Theatre students and student/athletes from BYU's Dunk Team.

➤ I attended MTEA's annual conference in San Diego at the beginning of 2020 and already see avenues to present research and findings from my research at their 2021 conference to be held in New York City.

Strengths

- I have worked in many areas of dance and live entertainment, from performer to choreographer to director to producer.
- Actively seek to take past experience and leverage them for stronger creative output in the future.
- I have self-produced dance films, live performances in many genres of art and entertainment.
- Experience working with singers, actors and athletes and incorporating high level movement into their performances.
- Experience and knowledge of dance departments and their respective creative output at two top ranked institutions.
- Ability to network with current professional dancers, choreographers, directors and educators.

Areas to Develop

- Showcase my choreography for professional choreographic opportunities.

- Utilizing my current network of dance, theatre and education professionals to open up further creative opportunities.
- Presenting at nationally and internationally peer-reviewed conferences.
- Successfully expand my choreography experience to include musical theatre.

Short-Term Goals (1-3 years)

- Choreograph a BYU mainstage production.
- Create a peer-reviewed dance film that is accepted into national Dance on Camera festivals.
- Choreograph a production/concert piece for a local professional dance or theatre company.
- Present research on aerial dance at a National Conference .
- Develop current forecast for incorporating technology and dance into creative framework of BYU Department of Dance.

Long-Term Goals(3-6 years)

- Create a framework for technology and dance collaboration at BYU.
- Create a framework for aerial dance performance at BYU.
- Choreography or Direct one professional production outside of BYU.

Required Resources

- Time and space for more in-depth performance research.
- Time to work on a professional research/productions outside of BYU.
- Time and Funding for enhanced technological integration and aerial integration into BYU productions.

Relationship Between Goals and University Aspirations

➤ BYU lists its aspirations for scholarship as work that are to 'serve God and humanity'. My desire is to continue to create art that lifts the citizens of the world at large. My goals mirror the intent of the Great Creator who's work it is, to bring to pass the continually growth and development of His creations.

I desire to create art making experiences that educate our students and look toward shaping the future of dance performance. I have had the good fortune to create hybrid art that infuses cutting edge projection technology blended with live aerial and dance performance. My goals are to build on this past experience and engage in research at BYU that lifts humanity by exploring what is possible as God continues to unfold greater truth to His children preparing the earth for the Second Coming of His Son.

("Univ. Policy on Faculty Rank and Status," 3.1.2).

An important feature of the plan is to help you identify your top priorities and goals. Next, the more specific and measurable your goals are, the more the plan can help you focus on your priorities and track your progress. Mentors can serve as consultants in the process of creating a

faculty development plan. Chairs review these plans with the new faculty and provide feedback. The final document should reflect an appropriate mix of the chair's expectations and the new faculty member's aspirations. A signed copy should be included in the new faculty member's department file. It is assumed that faculty members will continue to plan with their department chairs throughout their careers, requesting guidance and clarifying expectations about department, college, and university needs and goals.