



[REDACTED] **BARITONE**

[REDACTED]
Director of Opera, Assistant Professor of Voice
Brigham Young University

FACULTY DEVELOPMENT PLAN

A. Assessment of strengths, skills, competencies, interests, opportunities, and areas in which you plan to develop

a. Strengths/Skills/Competencies

- i. Singing, acting, and performing effectively and convincingly on a professional level in front of an audience in a variety of venues locally, nationally, and abroad, with music from many different eras and genres, as a soloist, as part of a chamber group, as well as part of a large ensemble.
- ii. Teaching performing skills including role/character preparation, learning processes, stagecraft, acting, character development, basic personal marketing and entrepreneurship skills
- iii. Interacting well with students, developing a good teacher/mentor relationship, helping them to improve their musical and professional skills as well as instilling confidence in themselves and learning to discern helpful feedback

b. Interests

- i. Modern works, especially ones by living composers that the students can work with
- ii. Works by minority composers
- iii. Outreach

c. Opportunities

- i. Study different directing methods
- ii. Study different vocal pedagogy/teaching methods
- iii. Explore works outside western music as well as works by minority composers

B. Your professional goals in citizenship, teaching, and scholarship and your plan to accomplish these goals

a. Citizenship

- i. Continue to serve on search committees for new faculty
- ii. Fulfill stewardship on Performance Council and other committee work
- iii. Continue to perform at university functions (University Conference, Devotionals, Special Events, etc.)
- iv. Continue to perform with university ensembles, especially within the School of Music

- v. Collaborate with other faculty and perform a recital on campus
- vi. Prepare a short program for opera community outreach (especially to high schools for recruiting)
- vii. Continue to perform at local community events
- b. Teaching
 - i. Continue to give vocal masterclasses, clinics, and lectures, both inside and outside BYU
 - ii. Expand my knowledge of vocal pedagogy and studio teaching skills by attending teaching workshops and joining NATS
 - iii. Expand my knowledge of directing techniques by attending a workshop and/or asking to shadow a director at one of my professional productions
 - iv. Expand Opera Workshop to be about more than acting and stagecraft
 - 1. Within current curriculum framework and time frame, include the following topics:
 - a. Self marketing, entrepreneurship, and video/audio editing
 - b. Preparing music and roles
 - 2. Expand/change curriculum
 - a. In the future, if the School of Music revises curriculum and student credit requirements, explore offering an additional semester (term) in the winter or spring without affecting vocal studio load
 - b. One term will cover acting, stagecraft, and self marketing, while another would allow students to workshop a new operatic (and/or chamber pieces) and work with the composer
 - v. Actively recruit students to the BYU Classical Voice Program
 - 1. Do this by visiting high schools, offering masterclasses and performances and reaching out to attending students, attending relevant local and national conferences, maintaining a private voice studio and giving preference to high school students, and other methods in consultation with the other voice faculty.
- c. Scholarship
 - i. Continuing to perform with professional companies locally, nationally, and abroad
 - ii. Perform a variety of musical works and genres including opera, art song, chamber and symphonic music, pops concerts, and others
 - iii. Give vocal masterclasses/lectures outside BYU
 - iv. Seek to gain more directing knowledge and experience

C. *The relationship between individual goals and department and university expectations and needs.*

- a. I have discussed my goals with my mentor and department chair, and they fit the job description/duties of my position as well as the expectations and needs of my department and the university.

D. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

- a. Opera TA
 - i. Establish expectations
 - ii. Find student who has availability and utilize their time well
- b. Additional funds for Stage Manager
 - i. To assist with the winter opera scenes and spring opera
- c. Additional funds for coaches and rehearsal/performance conductors
- d. Grants for travel and workshops

E. Your activities and accomplishments so far in achieving the goals.

- a. Scholarship
 - i. Soloist for University Conference Opening Session for BYU Faculty (Aug. 23, 2021)
 - ii. Directed the fall opera “Zemire et Azor” by André Gretry (Oct. 20-23, 2021)
 - 1. Adapted and modernized the dialogue/libretto
 - 2. Production was peer reviewed with overall positive feedback
 - iii. Soloist in Album release “To the Thawing Wind” songs by Paul Edward Gay
 - iv. Soloist with BYU Singers in “A Choral Kaleidoscope” (Saturday, Nov. 13)
 - v. Narrator with BYU Wind Symphony in “Winter Celebration” (Thursday, Dec. 9)
 - vi. Directed and produced winter opera scenes program: “Dreams and Nightmares” (Feb. 16-19, 2022)
 - vii. Soloist for Elijah by Felix Mendelssohn with BYU Choirs at the Cathedral of the Madeleine in Salt Lake City (April 4, 2022)
 - viii. Soloist for Theresienmesse (Mass) by Josef Haydn with the Utah Valley Symphony and Utah Valley University Chamber Choir (April 14 and 15, 2022)
 - ix. Performed Samuel (supporting role) in “The Pirates of Penzance” with Utah Opera (May 7-15, 2022)
 - x. Soloist for recital tour in St. Gallen, Switzerland (June 2022)
 - xi. Soloist for “Love Thy Neighbor” special event with the Tabernacle Choir and Orchestra at Temple Square (July 15-16)
 - xii. Soloist for Music and the Spoken Word with the Tabernacle Choir and Orchestra at Temple Square (July 17)
- b. Teaching
 - i. Teaching individual voice lessons and tailoring lesson plan and repertoire to each individual student
 - ii. Teaching group voice lessons with [REDACTED] (experienced adjunct faculty)
 - 1. Student reviews have been overall positive with some constructive feedback
 - iii. Clinics/Masterclasses given:

1. "A Voice for Good" Community Choir (Nov. 2, 2021)
2. Kuna High School choral/vocal students (Apr. 1, 2022)
3. Diane Burt vocal studio (July 11, 2022)
- iv. Extra time outside normal class hours mentoring students in acting, language diction, giving career advice, etc.
- v. Participant in master teacher [REDACTED] Singing Workshop, Salt Lake City (May 16-17)
- c. Citizenship
 - i. Serving on committees in the School of Music, including:
 1. Performance Council
 2. Marketing Faculty Liaison Committee
 3. Search committee for new Projections Manager (Fall 2021)
 4. Search committee for new Orchestra Director (Fall 2022)
 - ii. Choreographed/directed "Carmen" musical number for BYU Men's Chorus Concert (Oct. 1, 2021)
 - iii. Performed National Anthem for City of Orem Mayor Inauguration (Jan. 3, 2022)
 - iv. Q&A with Utah Opera Resident Artists about singing and living in Europe (Feb. 3, 2022)
 - v. Performed National Anthem for Utah County "State of the County" Presentation (Feb. 22, 2022)
 - vi. Presentation to Supervised Teaching class about operatic career (Feb. 28, 2022)
 - vii. Presentation to study abroad students about traveling and experiencing Vienna (Mar. 17, 2022)
 - viii. Moderator for masterclass with CFAC "Bravo!" series guest artist [REDACTED] (Mar. 3, 2022)

F. Your comments, if desired, on measures used to assess success in your professorial responsibilities and in accomplishing the goals set forth in the plan.

- a. Outside peer reviews of my directing (specifically from the opera last fall) were especially positive and encouraging for me to continue in the direction I am going
- b. Pay close attention to student reviews/feedback
- c. Ask for feedback from colleagues
- d. Have mentor and division coordinator follow up on goals

G. How will you mentor students in their learning and research experiences within the context of your discipline or assignment?

- a. Meet with them individually when requested, offering feedback on their performance, answering their questions, and offering advice
- b. Help them prepare for auditions and other career opportunities
- c. Give select students opportunities to assist in preparing productions as well as directing a small portion of a production

H. How will you address equity in the classroom in both content, language, and behavior relevant to the University Statement on Fostering an Enriched Environment?

- a. Encourage diverse and differing viewpoints and opinions among the students
 - i. Not just on how to interpret music, a line of text, or a character, but how to apply the principles we learn to our lives and still root them in Jesus Christ
- b. Encourage female and underrepresented students to pursue professional careers in music according to their desires and goals.
- c. Teach and organize performances of works outside the Western Music tradition, as well as works of minority composers