

# Sample 1



# SHEA OWENS BARITONE

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 Mindy Ammons (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 Andrew Byrne 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 Morris Robinson (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

# Sample 2

# Faculty Development Plan for [REDACTED] July 2022

## **Strengths, skills, competencies, interests, opportunities, and areas of development:**

I provide honest, accurate feedback to students on their work and performance both from an academic perspective relative to one another as well as from a professional perspective as they relate to the music industry. I strive to cultivate my own professional endeavors and to include students in them as much as possible.

It is always an endeavor to stay up to date with technical advances particularly regarding computer software and workflow advancements, but I am committed to develop in this area particularly this year by learning new software and processes.

## **Professional goals in teaching, citizenship, and scholarship:**

### Teaching:

1. Become Danté certified in preparation for the new building.
2. Learn Logic Pro and Cubase more proficiently in order to help students more thoroughly.
3. Take an audio mixing course on LinkedIn Learning.
4. Learn the mixing consoles in our studio spaces.
5. Incorporate more scores in my curriculum for analysis.
6. Consciously incorporate real spiritual insight and invite it from the students in class.
7. Become as proficient with Learning Suite as I am with Canvas and convert all courses to Learning Suite as that is what students seem to prefer.
8. Continue to organize performances of student works by BYU ensembles.

### Citizenship:

1. Continue to serve faithfully and meaningfully on the committees to which I am assigned.
2. Accept new opportunities to serve.

### Scholarship:

1. Make progress on the Isaiah Oratorio: complete the libretto, seek funding, and begin work on the music.
2. Make progress on the Psalms Israeli Music for the Isaiah Institute.
3. Continue to seek out professional composition endeavors and engage in creative work and collaborations.

## **Resources needed to accomplish the above goals:**

1. Rehearsal time with BYU Ensembles for student readings/performances.
2. Time in BYU Studios.
3. Money to pay students and professionals for collaborative and student projects.
4. Research/teaching assistants to help with larger projects.



**Accomplishments so far:**

1. Start and end class on time and am consistent for the students.
2. Making progress in learning students' names quickly.
3. Shifting successfully from Canvas to Learning Suite.
4. Learning Logic Pro X and Cubase enough to converse meaningfully with students.



**School of Music**

**Fall MUSIC 481 - Orchestration Class Goals:**

1. Convert all materials to Learning Suite from Canvas.
2. Update the ALMA Lab (computer lab) so it is more user-friendly and easier for the students to see demonstrations.
3. Enhance performances of student works by helping them increase their expertise with computer playback software (NotePerformer/DAW).
4. Involve the teaching assistant in more meaningful ways through timely feedback and grading procedures.

# Sample 3

██████████, Assistant Professor of Horn  
School of Music, College of Fine Arts and Communications

## Scholarship Goals

Scholarship is a very important and enjoyable part of my position at BYU. During my ASI near the end of my first year of teaching, it was clear that I am on the right track regarding my scholarship. However, I want to push myself to accomplish more in this area. I especially want to push myself to work in scholarly ways that are outside of previous professional specialty of performing. While I will continue to perform and my performances will remain the bulk of my scholarship, doing things outside of this area will help me become a more well-rounded musician, teacher and scholar.

There are two major projects I have in mind that will help me accomplish this overriding goal of scholarship outside of performing. The first is a scientific study of the acoustics of the horn, specifically the right hand in the bell and its affects. This will require significant help from and collaboration with a faculty member(s) in the acoustics department and use of their facilities. I am in the very early days of this project, but I believe it can be a major piece of scholarship for me and for my discipline at large. I hope to publish the results in at least a brass-instrument journal and perhaps this could be published in a scientific journal as well. This could be the culminating piece of scholarship in my bid for CFS.

The other project is to develop a presentation and paper based on my teaching method and philosophy of the Three-Part Plan of performing. This is something that I've developed while teaching but I haven't formally set down. Working on this will help me become a better teacher as I organize my thoughts clearly and I envision this being a great topic to present at universities and conservatories around the world, helping me achieve my goal of presenting at three out-of-state universities in the next two years.

[REDACTED], Assistant Professor of Horn  
School of Music, College of Fine Arts and Communications

## Goals for Teaching

As I attended the Effective Teaching Workshop after finishing my first year of teaching, I've decided to write down my goals for teaching and combine them with goals for this coming year.

### Teaching Goals

- Utilize GoReact to help students become more critical listeners
- Develop a syllabus that is encouraging and uplifting
- Develop ways to assess students' learning and progress that are consistent with my teaching methodology
- Bring faith and faith-building more fully and regularly into my classes
- Create more mentoring opportunities by performing with students outside of campus
- Help students be more involved in their learning by creating assignments that lead them to musical discoveries
- Attain 100% student evaluation participation
- Help at least 50% of my students prepare for and take a professional audition in the next three years

██████████, Assistant Professor of Horn  
School of Music, College of Fine Arts and Communications

## **Citizenship Goals**

Citizenship has been a very rewarding part of working at BYU. This past year I served on the Experiential Learning Funding committee. I loved getting to play a small part in helping students gain valuable experiences that help them progress as musicians. I hope to continue as a valuable member of this committee, but to also help clarify some of the workings and methods of this committee. At times the process by which the committee comes to funding decisions can be hampered by rules and guidelines that are less than ideal. I'd like to help rectify this and make it easier for students to craft their proposals and for the committee to make decisions more regularly and consistently.

Going forward, I hope to work with faculty members outside of my college. Specifically, I plan to work with members of the acoustics faculty on a research project.

Another area I want to increase my citizenship is in the community. I have a goal to give at least two free performances in the local area per year. In addition, I hope to help local student musical groups as a coach. This will not only be fulfilling for me (and hopefully for the students) but can also be a good recruiting tool.

Nationally and internationally, I have a goal to become more involved with the International Horn Society. Combining this with my scholarship goals, I will target universities whose horn professors are active members of the IHS for places to give presentations/performances.

# Sample 4

██████████, Ph.D.  
Assistant Professor of Music Education  
Last Revised August 2, 2022

## **Faculty Development Plan**

This document articulates my self-assessment of my strengths, areas of desired improvement, and outlines goals I plan to achieve as I prepare for my Continuing Faculty Status review. I am excited to be a part of the faculty at BYU and have found great joy using my talents and energy to help move forward the inspired mission of BYU. I believe this faculty plan outlines a path that will benefit me as a teacher and scholar while also strengthening the music education division, the School of Music, and the University as a whole.

### Teaching Self-Assessment

My teaching disposition is my greatest strength. I am passionate about the importance of music education in the lives of all humans, from early childhood to end of life. I instill in my students the belief that music participation matters and adds meaning to life. I am empathetic, personable, and actively engaged in building relationships with my students. In evaluations, students have commented on my investment in their success in my classes. It is my hope that my students will have a spiritually strengthening experience and I strive to keep the gospel interwoven in my planning and teaching in a natural and sincere way.

I think at times I can be a little silly, with most of my prior teaching occurring in junior high and high school settings. Humor is usually a positive addition to a class, but can be distracting. I want to be an example of Christ in all I do and say, in and out of my classes.

Curriculum design and assessment has always been a strength and interest of mine. Experiential and project-based learning is a priority in all my courses. I try to avoid “talking about teaching” at all costs and try to create daily opportunities to apply and practice the principles and skills that will prepare our students for teaching music in the public schools. I am open and frequently request feedback on my courses and teachings. This past year I invited a SCOT to attend my class and request feedback from my music education colleagues. I also invite my students to give feedback on the course halfway through the term and at the end. I’ve also involved past students and teaching assistants in reviewing and revising the course.

At the beginning, I felt a bit restrained by how the courses were done before and I’m enjoying pulling back and rethinking the course objectives and reworking curriculum and assessments. I am still getting LearningSuite dialed in and hope to use it more effectively. I felt that my first year as an adjunct, things were slightly disorganized and I have worked to make assignments more clear and due dates more clear. It still didn’t feel perfectly locked in last year as I was learning and making adjustments real time to my first run of teaching my courses. I would like to update my course readings to include more current literature and scholarly works by underrepresented groups. I also feel that students don’t enjoy only reading from traditional textbooks. While I’m not here to entertain them, I hope to get a variety of formats for class preparation assignments, including videos, journal articles, etc. that are pertinent to our course topics and objectives. Last year I started including journal articles and web pages from music education organizations, such as the Choral Journal, General Music Today, NAFME.org, and



others. I hope it's a way to direct students to sources of fresh information and continuing professional development once they leave BYU to become teachers. Along that same line, I am very good about making lesson plans for myself and sharing these with students along with powerpoints and other resources in Learning Suite under Content, but I would like to have a separate lesson plan that students can print or download just for the demonstration/model lessons I teach. These will be directly tied to music standards and will have extension activities so they can use these when they become in-service teachers.

This is a small thing, but I also want my grades to accurately reflect the learning taking place in the course, while also making every teaching experience positive and growth/development-focused. I prefer to give them full points for teaching with tons of written/verbal feedback to assist them for their next teaching. But I also think they need to have some teaching experiences that are graded on a rubric. I'm planning to make two graded lessons per semester that would go in the gradebook based upon the META teaching rubric used in our department, and the rest would be graded on participation/completion. In this way, there is a good balance of formative and summative assessments.

I have always felt very confident in my knowledge of vocal pedagogy, choral and vocal techniques, and learning theories. I have significant real world teaching experience in the public schools and as a private voice teacher. It has been an adjustment to teach elementary music methods courses and I do not want my students to have any less of an experience or quality of preparation because of my past experience being mostly choral. I need to read more to really expand my knowledge of child development and elementary music pedagogies. I attended the Songworks conference in March in Texas as well as Orff workshops throughout the year as my schedule permitted. This summer I completed Level 1 Certification in Songworks. I want to reach into my tool box and find that I have as many tools and instruments at the ready for my elementary music education students as I do for my choral students.

### Teaching Goals/Commitments

- I will be purposeful and intentional about diversifying my course materials, including readings, powerpoint graphics, music literature, and examples from underrepresented groups, specifically racial minorities and students with special needs. I will have at least one new reading and one powerpoint with updated images in each class by the end of the year.
- I will meet with a CTL consultant to get feedback on my syllabi and my use of Learning Suite for my courses
- I will increase student evaluation responses by making it an assignment for extra credit in Learning Suite and leaving time on the last day of class to complete it
- I will create at least one stand alone demo lesson plan for 371A, 371B, and 277 with extension activities and modifications/accommodations for students with special needs that my undergraduates could use in their future school

### Current Progress on Teaching Goals/Commitments

I have already begun revising my course materials and have reached out to colleagues about their favorite readings. I have added the student evaluation assignment to Learning Suite and put a reminder on the last day of class in the schedule to complete them. I am refining a

template for my demo lesson plans that I can copy and use for each demo lesson. I have sent an email to my CTL representative to schedule a time to get together to look at my materials. I have also invited my TA's and RA to be on the lookout for great readings or authors they come across.

\*\*I attended the 2021 CTL Effective Teaching Seminar on August 2, 4, and 6, 2021, 9 am-noon.

### Scholarship Self-Assessment

My dissertation research on music participation and mental health has opened the door to a program of research that I feel inspired and excited to pursue. Through my research, I seek to find ways to improve student mental health through participation in music ensembles and activities. In addition, I have developed an interest in music teacher education as a secondary research strand. I just completed a service-learning study in which our pre-service music educators collaborated with a local teacher with no music training to bring music into her classroom. I believe both of these research areas will benefit me, my students, the university, and the wider profession.

I set an ambitious presentation goal this first year and am happy to have achieved (and surpassed) it. By the start of Fall 2022, I have presented at the Utah Music Educators Association Conference in Utah, the Western Region American Choral Directors Association in California, and the International Society for Music Education held virtually (originally planned for Australia). Other opportunities arose along the way, allowing me to present at a Beverly Taylor Sorenson Arts Professional Development Workshop at BYU, via Zoom for a professional development session on assessment in music education with arts educators at Legacy School in Bangalore, India, and as a guest panelist at the Windsor Dialogues on Music and Mental Health for Refugees in England. This was at times a bit stressful while I was trying to get three studies started and teaching all new courses! But it helped me get out of my comfort zone and network with others while getting to attend excellent conferences that informed me of the most recent research and trends in music education.

Publishing is still a bit intimidating to me and I can tell that I need to develop my identity as a scholar and build productive writing habits. I take advantage of most opportunities on campus for new faculty or pre-CFS faculty, such as the Publish and Flourish workshop, the time management workshop, the research and development grant writing seminar, among other things. I am working to learn the various resources available to me on campus and widen my network. I have jumped on some great research opportunities that should lead to publications, such as a service-learning study in a preschool, a pilot study on compassion-focused therapy groups for music majors with perfectionistic tendencies, and refugee organizations here in Utah with which I am hoping to begin doing research on music and mental health.

I have many students that would enjoy and benefit from participating in research opportunities with me. I believe I would also be more motivated and committed to scholarly endeavors if I was involving students. I need to learn more about the experiential learning grants available within and without the school of music so that I can achieve this goal.

### Scholarship Goals/Commitments

- I will strive to build a habit of writing daily, at least 30 minutes a day

- I will submit at least one article to a research journal AND one article to a practitioner journal per year (2 total)
- I will learn how to and then involve at least one student with my research/scholarly endeavors each year

### Current Progress on Scholarship Goals/Commitments

I have made an appointment with myself in my calendar that I have committed to daily. If something interrupts it or comes up, I do not accept until I've moved the writing appointment to another place that fits. This does mean that I end up doing more work at home than I'd like, but I feel that this needs to be a bigger priority for me than it was last year. I have three papers that I am actively working on at this time and feel confident that I can get one submitted this semester and perhaps the other two next semester. I have invited my very capable research assistant to be second author on one of the papers and she and I are enjoying working on this together. I have a student that has approached me about doing a study with her, but I am not sure how to move forward. I have an appointment to meet with my department chair to ask how to proceed.

### Citizenship Self-Assessment

I currently serve on the Music Education Curriculum Revision Committee and the School of Music Curriculum and Assessment Committee. I was recently invited to serve on the BYU Arts Partnership Steering Committee and accepted. I strive to bring perspective and insight to each of my citizenship opportunities. During Spring 2022, [REDACTED] invited me to organize and chair a panel on perfectionism as music majors. I believe this was a timely and beneficial discussion for our students.

Outside of BYU I have been available for clinics and consultations with local schools. I recently accepted an invitation to guest conduct the Weber School District Women's Honor Choir in November 2022. I also try to have an open door for any students that need to chat.

I have been thankful to have a lighter citizenship load this first year as I got my bearings here at BYU. This allowed me to feel confident saying yes to the university level citizenship opportunity with the BYU Arts Partnership. I need to now look for opportunities to serve on state and national boards outside of BYU.

### Citizenship Goals

- I will continue to serve in my current assignments
- I will search for and make a list of possible organizations outside of BYU that could be good choices for volunteering some service hours
- I will continue advocating for and building student mental health in the school of music. [REDACTED] and I discussed perhaps doing a Wellness Wednesday or collaborating with [REDACTED] or SAC to do some kind of follow-up to last year's panel on perfectionism.

### Current Progress on Citizenship Goals/Commitments

I have a meeting scheduled with my mentor to ask his recommendation on where he feels I can make a valuable contribution outside of BYU. I have also reached out to [REDACTED] and the SAC to see what their suggestions are for continuing the important conversation of

mental wellness and health in the school of music. I am reading through and analyzing the findings from our recent survey on perfectionism and psychological well-being that we distributed last year.

#### Relationship between individual goals and department and university aspirations and needs

I believe that my goals are in harmony with School of Music and university goals. I want to be of use to students, the school of music, and the university and I try to volunteer my time in citizenship when I perceive that I can make a positive contribution. I enjoy refining my coursework and will continue to use the resources available to me to try to create an optimal learning environment and experience for our students. I review the mission and aims of BYU at the start of each semester to make sure that the goals of the university are also my goals and that my teaching is evidence of those goals. I am excited by the idea of scholarship that is aligned with my passions and interests that benefits my students and represents BYU in a positive light in the world. My scholarly goals open doors to make that idea a reality.

#### Resources needed to accomplish goals

I am grateful for the abundance of support I have already received. I have great mentors and colleagues willing to listen and advise me whenever I ask. I have excellent TA's and a wonderful research assistant. The school of music and CFAC have contributed funds for my research and presenting. I have been able to do all that I have wanted to do. I am planning to get to know the services provided by the CTL better this year and am excited for how they can help improve my courses and teaching. I still have a lot to learn about BYU and scholarship, so please keep sending out notices of workshops and seminars. Those have been very helpful to me!

### **Scholarship Development Project Proposal**

My dissertation research on music participation and mental health has opened the door to a program of research that I feel inspired and excited to pursue. Through my research, I seek to find ways to improve student mental health through participation in music ensembles and activities. In addition, I have developed an interest in music teacher education as a secondary research strand. I just completed a service-learning study in which our pre-service music educators collaborated with a local teacher with no music training to bring music into her classroom. I believe both of these research areas will benefit me, my students, the university, and the wider profession.

#### Scholarship Goals/Commitments

1. I will strive to build a habit of writing daily, at least 30 minutes a day
2. I will submit at least one article to a research journal AND one article to a practitioner journal per year (2 total)
3. I will learn how to and then involve at least one student with my research/scholarly endeavors each year

#### Strategies for scholarly productivity

For goal 1:

Time blocking: In my weekly planner, I have blocked out a 30 minute block of time each day.

First part of the day (before email and with no distractions): On Mondays, Wednesdays, and Fridays, research is the first block of my day (before I check email or work on lesson plans). On Tuesdays and Thursdays, I've blocked out time after class.

Accountability-buddy: I have created a spreadsheet where I will record my time and I have shared it with my research assistant so she can be my "accountabili-buddy!"

For goal 2:

Set myself due dates and have a journal in mind before beginning writing: I have three papers I'm currently working on and have set benchmark due dates to complete them. The first is to be submitted to JMTE by Nov 12, 2022. The other two I'm hoping to get wrapped up in winter semester to submit to Update and MEJ.

Share work with a mentor: I have a very supportive mentor with whom I share all my drafts and I very much appreciate his feedback and edits!

Use available faculty services: I am going to begin sending my drafts to the Faculty Publishing Service for review and feedback.

For goal 3:

Get more information: I have emailed our experiential learning chair to get more information about funding students and am looking into independent study courses as an option to involve students.

Invite students: I have invited my research assistant to be second author on one of the papers I'm hoping to submit in winter semester.

#### Evaluation tools of my success

Goal 1: Google doc of minutes logged. 2,400 minutes (40 hours) by January 1 is my goal!

Goal 2: One journal article submitted by January 1. (Cooperative Service-Learning: A Multiple Perspective Design, submitted to JMTE)

Goal 3: Outline and key sentences completed with my research assistant (Improving Psychological Well-Being in our Ensemble Students through Self-Determination Theory)

### **Citizenship Development Project Proposal**

I am pleased to say that I already do many of the things listed as possible activities in the new faculty binder. I love to serve and strive to contribute fully to the committees to which I've been assigned. I am currently only serving on department and college committees and am looking for university and professional organizations that would benefit from my wise allocation of time and labor.

#### Citizenship Goals

1. I will continue to serve in my current assignments
2. I will search for and make a list of possible organizations outside of BYU that could be good choices for volunteering some service hours

3. I will continue advocating for and building student mental health in the school of music. [REDACTED] and I discussed perhaps doing a Wellness Wednesday or collaborating with [REDACTED] or SAC to do some kind of follow-up to last year's panel on perfectionism.

#### Priorities for Fall 2022

For Goal 1: I will contact potential guest lecturers for the Oscarson Lecture Series. I will draft proposals for curriculum revisions in the music education division.

For Goal 2: I have asked my mentor for advice and will create a Google doc with possible options for professional service.

For Goal 3: I will follow up with Diane to see if there are suggestions she has for following up on the Panel. I will reach out to our SAC to see how I can help our school of music students with mental health.