

SAMPLE 1

Faculty Development Plan

Assistant Professor of Saxophone
Brigham Young University
February 2024

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Who I am as an Educator:

I am a hardworking and caring educator who seeks to empower students and faculty around me to fulfill their goals and improve as professionals and disciples of Christ. I seek excellence in teaching, creative work, and citizenship. I am a performer, composer, artist, and teacher. I seek to inspire and encourage my students by creating a spiritual environment where they are expected to excel and grow beyond their comfort zone. In my dealings with everyone I seek to be exceptional as a musician and as a person to bring honor to the Lord, to BYU, to the Church of Jesus Christ of Latter-day Saints, and to my family.

Teaching Reflection

I love teaching because every student and class is slightly different. This presents a challenge to continually adapt and grow as an educator to meet the needs of each student. I find this constant need to improve and learn as an educator something very motivating and exciting. I always try and find ways to improve as a teacher through self-assessment, faculty/peer teaching evaluations, and through student feedback.

2022-2023 Teaching Accomplishments

New Courses Taught and Prepared

- MUS 334R/634R (Synthesis) – 4.8/5.0
- MUS 260/360R/460R (Private Saxophone) – 4.7/5.0
- MUS 372A (Woodwind Workshop, saxophone portion) – 4.5/5.0

Other Teaching Accomplishments

- [Review of Synthesis Concert - Provo Music Magazine](#)
Summary: “Having heard Synthesis a few times before and many college jazz bands over the years, I can confidently say that the level of musical artistry demonstrated and embodied by the ensemble that night is not easily reached. I can’t think of a time when I’ve heard a college big band play with such a degree of sensitivity to their fellow musicians, to time, to sound, and to the legacy of the music itself. There was a sense of joy and connection, but also a sense of respect, indeed, reverence that so frequently gets lost in the energy of such experiences. That heightened level of maturity coupled with penchant for teaching in-concert... represent the makings of a shift in focus that’s sure to have an impact on the School of Music and local scene.”
- Adjudicator, UMEA State Jazz Festival (Invited juried selection)
I was selected as one of three adjudicators for Utah’s High School State jazz festival. The other two adjudicators were college professors/adjudicators hired from Colorado and Arizona.
- Lehi Jr. High, Lehi, UT, Adjudicating Alpine Jazz Festival - Feb. 2023
- Prepared two students for successful recitals (Spencer Carlson, Josh Olsen)

Teaching Strengths

- My student consistently mention that they learn a lot from my courses and treat them with kindness and respect. They consistently mention that I adapt to their needs and make them feel loved and appreciated.

Ways to Improve Teaching

- I will utilize the SCOT program to continue to get feedback on my teaching.

- I would like to have more peer reviews of my teaching and get feedback from mentors and colleagues.
- Through self-assessment and student evaluations I have made specific goals for the coming school year and recorded them on the self-assessment teaching form.

Teaching Goals

Short-term Objectives

- Schedule Teaching observations through BYU's SCOT program
- Ask my mentor and other faculty to come observe me teach and get feedback from them
- Do self-evaluation after reviewing student reviews to look for trends and set other goals

Long-term Objectives

- Continue trying to implement new strategies to help students more effectively
- Seek to integrate the gospel in the classroom as much as possible
- Achieve excellence in my teaching as demonstrated by Peer review, self-assessment, and student evaluations.

Creative Work Reflection

In the last year I've had the opportunity to perform at the following national/international events and/or recordings (along with many other regional/local performances listed on my C.V.):

Hot House West (Album Recording)

I played lead alto on this jazz album and made major decisions in regards to style, articulation, and time feel across the saxophone section and the band. I am a founding member of this big band. – May 2023

University of Southern Mississippi, Hattiesburg, MS, World Premiering Original Arrangement for Saxophone Soloist (juried selection performance) - Mar. 2023

June Audio, Provo, UT, recording six original tunes in horn section for Sam Cardon - Jan. 2023
I was hired to record alto and tenor saxophones on new original music written and arranged by Sam Cardon.

BYU-Hawaii, Oahu, HI, Performance and Masterclass with BYU-H saxophone studio, invited by Daniel Henderson (director of instrumental studies) - Dec. 2022

Ely Film Festival, Ely, NV, Playing lead alto for a performance with Hot House West - Mar. 2023

Holland Center for Performing Arts, Omaha, NE, performing as guest soloist with Omaha Symphony - Jun. 2022

Strauss Performing Arts Center, Omaha, NE, Featured performance at College Music Society Regional Conference - Mar. 2022

Holland Center for Performing Arts, Omaha, NE, performing as guest soloist with Omaha Symphony - Mar. 2022

Majestic Beach Resort, Panama City Beach, FL, Guest soloist with Bill McGuigan - Jan. 2022

J.E.N. Conference, Dallas, TX, performing as a guest soloist with Grammy Award winner Chip McNeill and MAYJO - Jan. 2022

In the last year I published the following scholarly articles:

Melodic Rhythms and Intervals in Selected Works of Jerry Bergonzi

(Blind Peer-Reviewed Scholarly Journal Article)

Indiana University Press: *Jazz Education in Research and Practice* Journal. This scholarly journal article was published in January 2022.

Creative Work in Progress:

Harmonic Substitution and Reharmonization in Selected Compositions and Arrangements of Jerry Bergonzi

(Blind Peer-Reviews Scholarly Journal Article)

Accepted for Publication through the North American Saxophone Alliance Journal: *Saxophone Symposium* and will be published in Fall of 2023.

Artist in Residence – Latvian Academy of Music, Riga, Latvia - May 2023

Fall 2023 Research Study – This project will go underway Fall 2023. Through surveys, focus group discussion, and interviews, it is designed to better understand BYU faculty member's attitudes towards curricular change. Sam Tsugawa is the lead researcher on this project, and I am a supporting researcher on this project. I won the diversification of curriculum grant this year at BYU to fund this project.

@Sea Level

(Original Jazz Big Band Composition and Arrangement)

Accepted for publication through Soundscape Press

Apt 1

(Original Jazz Big Band Composition and Arrangement)

Accepted for publication through Soundscape Press

These two big band charts have been approved for publication through Soundscape Press, but they have undergone some changes in their team and the copy-editing process has been very long. They should be published soon.

Creative Work Strengths

- I have variety in the creative work that I have done in the last year, performances, compositions, recordings, and published articles.
- I have played a variety of roles in my creative work as needed. I have played a lead role in many of these creative works, but have also played a secondary role as appropriate.
- I seek to make my creative work relevant to my position at BYU so that it can serve my teaching and students.

Ways to Improve my Creative Work

- After finishing the Fall 2023 Research Study listed above, I would like to focus less on academic publishing and work towards recording more of my own original music.
- I'd like to write more music and get more of it published soon.
- As I work with my mentor and other talented faculty at BYU I know that my creative work will continue to evolve as I hope to always stay relevant and influential in my discipline.

Citizenship Reflection

I am a strong proponent of helping others through service and collaboration. Each time that I serve I learn something new and it changes my perspective for the better. I strive to be a Christ-like disciple in all the opportunities I have to serve.

2022-2023 Citizenship Activities

School of Music Citizenship

Flute Search Committee Member, 2022-2023

Oboe Search Committee Member, 2022-2023

Performance Council Member Representing Jazz Groups, 2022-2023

Curriculum Council (starting in Fall 2023)

BYU Musicians Institute Professor - Provo, UT

Directed a jazz combo, taught improvisation courses and saxophone courses
2023-present

BYU Summerfest Professor - Provo, UT

Directed the top big band, taught classes in saxophone and improvisation
2023-present

College Citizenship

Madsen Recital Hall, Provo, UT, Performing with Q'd Up for BYU Music Faculty at CFAC Conference - Aug. 2022

I played as a featured soloist as we performed one of my original pieces, along with music by Chick Corea for all of the CFAC faculty.

University Citizenship

Marriott Center, Provo, UT, Performing "Aria" by Eugene Bozza for BYU University Conference with Dr. Scott Holden - Aug. 2022

I performed as a featured soloist with Dr. Scott Holden for all of the BYU faculty during University Conference.

Marriott Center BYU, Provo, UT, performing with Q'd Up for University Conference - Aug. 2023

2023-2024 Citizenship Goals

Short Term Objectives

- Begin serving on the curriculum committee and offer insights from survey project with Sam Tsugawa.
- Ask to be on more committees and look for other ways that I can help offer service.
- Look for ways to collaborate with my colleagues and feature them in projects we can work on together.

Long Term Objectives

- Volunteer for service opportunities outside of the University.
- Help students with recording projects, including a recording with Synthesis this coming year.
- Attend all of the my faculty meetings and offer feedback through surveys and discussion.

Citizenship Strengths

- I want to help my colleagues and students to become the best versions of themselves.
- I am looking for ways to improve processes that will benefit students and faculty in our work at school and in our lives as disciples of Christ.
- Helping those around me brings the Spirit and helps me find peace. I try to do this each time I interact with a person.

Ways to Improve my Citizenship

- I want to look for ways to collaborate more with people outside of my field.
- I would like to spread awareness of the music I am passionate about to those around me.
- I would like to become more involved in institutions outside of BYU so that I can serve and spread positive exposure of BYU and the School of Music abroad.

TEACHING PORTFOLIO

Semester Self-Evaluation for BYU Faculty

Instructor Name: _____

Department: School of Music _____

Semester/Term: Fall 2023 _____

Courses Reviewed: Synthesis 334/644R _____

Teaching that results in significant student learning is, and should be, the most important activity of university faculty. (BYU Rank and Status Policy, 3.2 Teaching)

Instructions: Provide evidence from multiple sources (e.g., student performance on exams and projects, student ratings, student comments, formative evaluations from peers and/or students, self-evaluations) relative to the *Three Pillars of Effective Teaching*. Include evaluative statements regarding areas of strength, areas for improvement, and action plans.

Past Semester

Processes of Improvement (current) Ctrl-click for [Guiding Questions for Processes of Improvement](#)

Describe actions taken and how they affected student learning and/or the learning environment. Include appropriate evidence.

I tried to focus on excellence in the ensemble. We covered fewer pieces, but really polished the ones that we played. Jazz represents democracy, so I tried to lead a democracy in the way the ensemble was structured. Student reviews were overwhelmingly positive.

Through observations of the band in the past and being a part of this band as a student, I noticed that while much attention was given to developing skills as a sight reader, not enough time was given to polishing music for big performances and the band could have sounded better than they did if they had spent more time on slightly less music.

List additional professional development activities in which you engaged.

I was asked to adjudicate the Utah State Jazz Festival and spoke with other colleagues about their strategies and techniques to improve while there.

Student Learning

Ctrl-click for [Guiding Questions for Student Learning](#)

Describe areas of strength with appropriate evidence.

I tried to share musical concepts with students (and not only rehearse pieces). Student reviews were overwhelmingly positive. We focused on our roles as stewards. I asked students what they thought about each piece and how they felt we could improve. I shared my own insights but tried to be open to their artistic tastes as well.

Describe areas for improvement based on evidence.

Most students comments were overwhelmingly positive, but one student said I was helpful but also not as strict as the previous professor, and they wanted even more constructive criticism/discipline in the ensemble. I usually record rehearsals and then focus on areas of a piece that need attention until they sound better and then tell the band when it sounds better. Having been a member of the band with the previous professor, I know that they would sometimes use anger/fear to motivate. Perhaps this student responded well to that type of external motivation. I do not use fear or anger as a motivator, it doesn't suit my teaching style (I want my students to know I am a safe person) and many of the students felt like the ensemble sounded better this last year than they ever have before. This may be just a question of style, as every other student comment seemed to like my approach, but I will share even more constructive criticism next semester. This was only one of dozens of comments that said anything about this, the dozens of others said they liked the democratic style and that rehearsals felt respectful, reverent, and productive.

Learning Environment

Ctrl-click for [Guiding Questions for Learning Environment](#)

Describe areas of strength with appropriate evidence

We did a prayer and spiritual thought each day, and focused on developing each student as a musician individually and as a member of an ensemble. Student comments show evidence of this.

Student comments were exceptionally positive, but one student mentioned that they don't feel comfortable praying in front of the ensemble, so next semester I won't structure class prayer in the same way to make sure that person doesn't feel pressured to pray unless they want to.

Next Semester

Processes of Improvement (future)

Ctrl-click for [Guiding Questions for Processes of Improvement](#)

I will structure spiritual elements of my class a little differently so that if students don't feel comfortable praying they won't feel pressured to do so.

I will also try to share even more constructive criticism of the ensemble. The way I do this is a little different from the past professor (which I think the majority of the ensemble appreciated).

Guiding Questions for Student Learning

[return to Student Learning](#)

Learning Outcomes

- Are the course learning outcomes clear, appropriate to the course, and consistent with program outcomes?
- Do the learning outcomes reflect the Aims of a BYU Education?
- Are learning outcomes effectively communicated to students?
- Is the course well-organized?

Learning Activities

- Are learning activities well-designed and appropriate to the course?
- Do learning activities appropriately incorporate gospel methodology, concepts, and insights?
- Do the learning activities promote student engagement?
- Do the learning activities effectively facilitate the achievement of learning outcomes?

Learning Assessment

- Are assessment instruments aligned with learning outcomes?
- Are assessments effective measures of student learning?
- How well are students achieving the learning outcomes?

Guiding Questions for the Learning Environment

[return to Learning Environment](#)

Relationships

- Does the instructor integrate faith into the course and inspire students in their learning?
- Are instructor-student interactions appropriate, respectful, inclusive, and motivating to students?
- Does the instructor foster positive and supportive student-student interactions and ensure respectful discussions of challenging issues?

Settings

- Does the instructor use the classroom, lab, studio, etc. to create an effective setting for inspiring learning?
- Does the instructor create an atmosphere that motivates students to be active and engaged learners?
- Does the instructor create an atmosphere of civility and respect that welcomes diversity, promotes equity, and invites belonging for all students, regardless of their race, gender, sexual orientation, or other distinguishing feature?
- Does the instructor make reasonable efforts to make learning opportunities accessible to students with differing needs (e.g., physical, psychological, situational, technological)?

Materials & Other Resources

- Are course materials current and appropriate for the course?
- Are course materials used effectively to facilitate learning?
- Where appropriate, do course materials reflect a diversity of sources and perspectives (e.g., gender, race, ethnicity, culture)?

Guiding Questions for Processes of Improvement

[return to Processes of Improvement](#)

Course Improvement

- Are assessment data and other sources of evidence effectively and consistently used to improve the learning outcomes, learning environment, activities, and assessments?
- Do these improvements lead to increased achievement of learning outcomes?

Professional Development

- Does the instructor engage in regular self-evaluation of their own teaching?
- Does the instructor participate in activities (e.g., consultations, seminars, courses, study of pedagogy literature) that help them learn and develop as an instructor?
- Does the instructor implement best practices, and have they assessed the impacts of those practices?

Scholarship and Citizenship Development Goals - Report

Assistant Professor of Saxophone
Brigham Young University
February 2024

Last year I posted the following as goals and works in Progress for Scholarship:

2023-2024 Citizenship Goals

Short Term Objectives

- Begin serving on the curriculum committee and offer insights from survey project with Sam Tsugawa.
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Long Term Objectives

- Volunteer for service opportunities outside of the University.
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I have completed the scholarly article and it is about to be published. I served as an artist in residence as planned. I have made considerable progress on the research study with Sam Tsugawa which involved multiple focus groups, one-on-one interviews, and an anonymous survey to all BYU music faculty. In addition to this I have performed at many other notable venues, including at the Jazz Education Network international conference in New Orleans last month. I am continuing to write and perform per my goals and will keep track of my continued progress. I am attending my meetings and helping students prepare to record an album in Synthesis, per my long term objectives.

Last year I posted the following as goals for Citizenship:

2023-2024 Citizenship Goals

Short Term Objectives

- Begin serving on the curriculum committee and offer insights from survey project with Sam Tsugawa.
- Ask to be on more committees and look for other ways that I can help offer service.
- Look for ways to collaborate with my colleagues and feature them in projects we can work on together.

Long Term Objectives

- Volunteer for service opportunities outside of the University.
- Help students with recording projects, including a recording with Synthesis this coming year.
- Attend all of the my faculty meetings and offer feedback through surveys and discussion.

I have been serving on the curriculum committee as planned and offering insights there and in the survey with Sam Tsugawa. I'm looking for more ways to collaborate with my colleagues and performed at University conference with Q'd Up. I am about to record an album with students from Synthesis later this semester and go on tour with this group to Germany, the Netherlands, and Belgium. I will continue to monitor my progress and adjust my goals as needed.

- Grant Proposal

I would like to use the \$500 teaching grant for a subscription to “Practice Space”, an app that students and I can use to log practice time, complete assignments, keep track of streaks and other goals. I use google sheets for this, but practice space incorporates many other useful tools that streamline the experience for the student and teacher. This will help students with organization and with motivation.

This costs \$10 a month, and I would like to use it for the next year and see how it goes. If it does not meet expectations after a few months (I think it will), I will use the rest of the funds to work with a web developer to create my own app with similar functions.

Assuming it does meet expectations then I plan to use this software for the next four years (using the \$500 in grant money) with my saxophone studio teaching.