

Faculty Development Plan  
Name  
Brigham Young University  
Department of Dance 2016

This *Faculty Development Plan* illustrates the variety of roles and responsibilities I will assume in the areas of teaching, citizenship and scholarship in ballroom dance at BYU. I will continue to work in many different roles in helping students achieve their dance educational goals and in helping build a dance program in an environment of progress and development.

### **My Philosophy**

Students are the lifeline of why we exist as dance teachers. As their mentor and teacher I feel honored and compelled to help them in their personal journey to achieve the highest valuable experience they deserve. Opportunities are placed before each of us to achieve our greatest selves and to share that achievement with others. It is indeed an awesome opportunity to be a part of the building process of another's quest for their own greatest potential.

### **Teaching**

This year, I will design, develop and teach course curriculum for Dance 387 – *Choreography for Ballroom Dance with an emphasis in formations*. This will be done by collaborating with the most recent faculty member who taught this course three years ago and is now retired. I will also work with other colleagues in the dance department.

My projected workload for this year is as follows:

- Dance 385R (Technique 3) – Gold II level - International Latin-American
- Dance 383R (Technique 2) – Gold I level - International Latin-American
- Dance 388R BYU Ballroom Formation Company – Tier 3
- Dance 387 Choreography for Ballroom Dance Formations
- Dance 260 Introduction to Dance

My strengths in teaching technical courses in ballroom dance include:

- Helping students see past their perceived inhibitions and perceived lack of ability to achieve high levels of technical achievement.
- I strongly value, not only the rewarding experience of dancing but, the value in working toward goals of achieving discipline of the body through learned movement.
- I am capable of demonstrating correct technical movement to the students which I believe is one of the best resources in learning accurate technique.
- I am a very enthusiastic teacher which can be very motivating for students as they further their desire to improve and achieve their own potential.

My weaknesses in teaching stem sometimes from my strengths. Because I have a strong desire for students to learn correct fundamentals and principles of ballroom movement, I tend to come across to some as overly critical. I also believe that I sometimes tend to move through choreography a bit too

quickly for some students. Conversely, when I teach a course for the first time, I struggle at times learning intended choreographic combinations and then turning that around to teach the students.

My goals for improvement in these areas are as follows:

- Take a step back at times and assess, objectively, the progress of students.
- Be more encouraging of students in their efforts to succeed.
- Finding areas of success in the student's progress and compliment them in those areas.
- I will try to be more thoughtful of the speed at which I am teaching choreography granting students a bit more time to grasp important movement details.
- When teaching a new course, I will take the appropriate amount of time needed to better demonstrate new choreographic combinations. In Dance 260 (Introduction to Dance) I will try to better align study materials with class lectures.

My strengths in teaching lecture courses include:

- An energetic and engaged teaching atmosphere
- Strong passion for course material being taught
- Current relevance for students regarding course material

I will use 'Midcourse Evaluations' to receive constructive feedback regarding my progress as a teacher. Additionally, I will also use colleagues to observe, evaluate and provide feedback toward my teaching and my teaching methods. Once I have gathered information from students and colleagues, I will determine the best methods to achieve the greatest amount of improvement in my teaching.

I will be discovering the uses and benefits of using visual media clips in my classroom instruction. My belief is that as technology moves forward I should as well. There is so much to be learned from observing the most talented and accomplished dancers in the world. I plan to access these visuals and apply what has been viewed in the improvement process of the students in the technical arena.

With this experience, I have been and will continue to cultivate the creative process which will push my creative works to higher levels of maturity.

Goals for Personal Improvement:

- Continually develop my skill set by researching and applying current methods of an ever evolving world of ballroom dance.
- Research top world formation ballroom teams and implement current methods to maintain a very high level of competition.
- Develop a stronger testimony of the importance and integration of the Gospel of Jesus Christ in ballroom dance.

## **Citizenship**

This coming year I will take the responsibility of chairing the 'Scholarship' committee for the dance department. In this effort I will collaborate with committee members and oversee the evaluation of student applications and distribution of scholarship funds.

As the Executive Secretary for the United States Imperial Society of Teachers of Dancing (USISTD), I volunteer my time weekly on a national scale to the management and the betterment of one of the world's strongest and most prestigious ballroom dance teaching societies. In this capacity, Additionally, I will represent the USISTD National Committee at the semi-annual National Dance Council of America (NDCA) meetings. I will vote on nationwide issues in the ballroom dance area.

On a separate occasion, I will represent BYU at the NDCA semi-annual meetings as a faculty member in the ballroom area of the dance department.

I want to be acknowledged as a team player with my fellow colleagues in the dance department. I will be committed to service opportunities as they arise.

My service commitment for the 2016-2017 academic year are as follows.

- Chair of the dance department scholarship committee
- Faculty advisor for the new BA major to selected group of students
- Service with the ad hoc committee for dance 261-459 re-organization

Additionally, I will fulfill my citizenship responsibilities by also doing the following:

- Attend and participate in department, college and university meetings.
- Attend commencement exercises.
- Invite feedback and council from my mentor regarding my progress as a BYU faculty member.

### **Scholarship**

In April 2016, I was commissioned to choreograph an original show-opening dance work for fourteen profession couples from the Arthur Murray studios in the Dallas, Texas area. This collaborative work will be presented at the "....." competition in Cancun, Mexico on January..... 2017. I was also commissioned, to be a performance coach for three previously choreographed dance works. This theatrical production was originally created by a professional choreographer who worked with this group one week earlier.

During the 2016-17 academic year, I will choreograph four new dance works for the BYU ballroom ensemble that I direct. Two of these pieces will be presented as 'mainstage' artistic works at our annual BYU Ballroom Concert to be held in April 2017.

Additionally, I have been commissioned to co-choreograph a new Latin-American medley and a new ballroom medley for the highest level, advanced BYU Youth ballroom company. Each of these artistic works will be entered into the 2017 'California Open' formation competition in Irvine, California. These works will also be entered into the 2017 United States National Youth formation championships held in Provo, Utah. Each competition will be adjudicated by a nationally and internationally certified panel of

judges. Furthermore, the students performing these two works will be competing against upwards of eighteen other teams nationwide.

My current program of scholarship, during this first faculty year, includes creative works for an intermediate ballroom formation team. Up to now, my strengths in this area include the following items:

- Many creative works are innovative and challenging.
- I choreograph advanced movement combinations that helps develop student artistry and skill at a faster rate.

I believe my strengths are sometimes my weaknesses. My choreography can be arduous for some students at the intermediate level. This type of composition lends itself at times to trial and error which can be challenging to the students.

Goals that I have set to improve and advance my scholarship area include:

- Engage in professional development to increase my creativity.
- Identify my students different learning modes when teaching choreography by soliciting student and peer feedback.
- Create four new dance works during 2016-17 with my intermediate formation team. Two of which will be presented at the 2017 BYU Ballroom Dance Company concert.
- I will also create this year a new Latin-American competition medley for the BYU Youth advanced formation team which will compete for the 2017 U.S. National Youth formation title.

**Course Development Project - Completed**  
**Syllabus**  
**Name**  
**BRIGHAM YOUNG UNIVERSITY**  
**COLLEGE OF FINE ARTS AND COMMUNICATIONS**  
**Department of Dance**  
Student Syllabus for Dance 387  
Ballroom Dance Choreography

**Catalog Course Description:**

Choreography in Ballroom Dance emphasizing formation dancing. Fundamental choreographic structure emphasizing visual, kinesthetic, and musical aspects in ballroom dance. Exploration of the choreographic process through theoretical study and analysis as well as practical application in the presentation of choreographic work. Concepts include clarity, creativity, transition, musical accent and phrasing, stylistic coherence, artistic merit.

**Prerequisites:** None

**Course Alignment with University and Program Mission and Aims:**

In conjunction with the mission of the university, which is to “assist individuals in their quest for perfection and eternal life,” this course “seeks to develop students of faith, intellect, and character, who have the skills and the desire to continue learning and to serve others throughout their lives”.

1. Be **spiritually strengthening** in that it is “taught with the Spirit...[its] subject matter bathed in the light and color of the restored gospel” (Spencer W. Kimball qtd. in “The Aims of a BYU Education.” BYU Undergraduate Catalog). This class strives to assist students in understanding the importance of art and dance in cultivating the sensitivity of the human spirit. Boyd K. Packer; “Through art we learn some things very quickly that otherwise we would learn very slowly.”

2. Be **intellectually enlarging** in that it expands the intellects of class members “by developing skill, depth, and breadth of learning” through the lens of its subject matter. (“The Aims of a BYU Education.” BYU Undergraduate Catalog).

3. Be **character building** in that it nurtures “competence that reflects the highest professional and academic standards—strengthened and ennobled by Christlike attributes” (“The Aims of a BYU /education,” BYU Undergraduate Catalog). This class will require reading, writing, watching and analyzing dance, and experiencing movement.

4. Promote **lifelong learning and service** by motivating students to “strengthen not only themselves...[but] also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind” (Brigham Young qtd. in “The Aims of a BYU Education.” BYU Undergraduate Catalog).

**Required Materials:**

**None**

## 5. Course Intended Learning Outcomes:

- Students will demonstrate, apply, and articulate a fundamental understanding of the elements of ballroom dance formation choreography.
- Students will demonstrate composition in collaborative groups.
- Students will articulate a knowledge of, the creative process of choreographing, staging and costuming ballroom formation dances.
- Each student will creatively experiment with and arrange ballroom formation movement with regard to clarity, transition, musicality and rhythms.
- Each student will begin to formulate his/her own aesthetic criteria through the process of watching dance concerts and writing concise and thoughtful critiques.
- Each student will enhance his/her understanding of choreography through reading, observation, discussion, and active participation.
- Each student will demonstrate knowledge acquired through completion of creative, choreographic project and written examination.

## 6. Learning Activities/Course Requirements:

- **Class Participation, Discussion and Movement Experiences:** Participation in class is required. No previous experience in choreography is necessary, and you need not wear special clothing.
- **Response Papers:** Periodically you will write a one and one half to 2-page paper discussing comparative formation works. There will be 3 response papers due during the semester.
- **Quizzes:** There will be two quizzes throughout the course based on readings, lecture and video assignments.
- **Video viewing/responses:** Periodically for assignments, students will watch a video clip and need to respond in class to what they see. For test purposes, it is important to keep thorough and organized notes on all video clips.
- **Dance Events:** You will attend one **dance event** during the course of the semester. A Concert Critique must be completed and submitted online via Learning Suite within two class periods of the attended event.

**7. Examinations:** There will be **one midterm examination** and a **final exam**. Examinations will cover material in the readings and a final choreography project.

**8. Collaborative Dance Project:** A collaborative creative dance process outside of class involving student choreography based on a topic of the student's choice to be performed via film.

## 9. Grading Procedures:

Grades will be determined by evaluation of all assignments, quizzes, examinations, participation and choreography works according to the following formula:

Class discussion/Participation 15%  
Response papers and Quizzes 15%  
Dance Event 5%  
Midterm Exam 20%  
Choreography Projects 20%  
Final Choreography Project 25%

Grade Breakdown:

94-100...A  
90-93...A-  
87-89...B+  
84-86...B  
80-83...B-  
77-79...C+  
74-76...C  
70-73...C-  
65-69...D  
Below 65...F

**8. Course Policies:**

**Please present yourself as a “professional” in class:**

All cell phones turned off  
No text messaging during class  
No eating during class  
No babies or small children in class  
Please be prompt

\*Please realize that I respond to emails only during business hours.

**9. University Policies:**

**Preventing Sexual Harassment:**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to the students. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; or contact the campus EEO office (378-5895); or contact the Honor code Office (378-2847).

**Church Educational System Honor Code:**

Every student has agreed to abide by the Code of Honor and also by the Dress and Grooming Standards; failure to do so shows a lack of respect for peers, teachers, and our sponsoring institution, The Church of Jesus Christ of Latter-Day Saints. In this course you will be expected, as a person of integrity, to maintain your commitment to the code and standards. Please review *the Department of Dance Acceptable studio and Rehearsal Attire* statement.

**Students with Disabilities:**

Brigham young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the equal employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eeo/info.html>.

Write down the names of two classmates that you can contact in the event you miss a class or if you need a study partner.

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## Citizenship Project

My goals and plans to fulfill my service commitment responsibilities for the 2016-2017 academic year according to the University's Rank and Status policy are as follows:

- I will serve as the chair of the 'Scholarship Committee' for the dance department for the 2016-17 academic year. In this effort, I will collaborate with department colleagues on development and finalization of department scholarships for students.
- Faculty advisor for the new BA major to selected group of students
- Service with the ad hoc committee for dance 261-459 re-organization

Additionally, I will fulfill my citizenship responsibilities by doing the following:

- Attend commencement exercises.
- Invite feedback and council from my mentor regarding my progress as a BYU faculty member.
- I will represent BYU at the semi-annual NDCA meetings as a faculty member in the ballroom area of the dance department.
- Continue to serve as the Executive Secretary for the United States Imperial Society of Teachers of Dancing (USISTD). I will collaborate with other members of the National Committee on current issues regarding this national teacher's society. Additionally, I will represent the USISTD National Committee at the semi-annual National Dance Council of America (NDCA) meetings. Attend and participate in department, college and university meetings.

# Scholarship Strategies Project

## Projected scholarship works – 2017

- New performance international-style Samba and Quickstep to be presented at the 2017 BYU Ballroom Dance Company Concert.
- New Latin-American competition medley to be competed for the 2017 United States National Youth Division 1 Formation title.

## Strategies for productivity

- Discussion with mentor and other colleagues on progress and development of works.
- Take time to research current methods used for performance and competition ballroom formation works.
- Continue to search new creative avenues for my creative works to be presented.
- Organize and prioritize timelines for works.

## Method of evaluation to oversee progress of works.

- I will often consult with my mentor, Curt Holman, for feedback on progress and development of works.

This coming year, I will choreograph and create multiple dance pieces through summer, fall and winter semesters for the BYU ballroom ensemble. Two of these pieces will be presented as 'mainstage' artistic works at our annual BYU Ballroom Concert to be held in April 2017.

Additionally, I will co-choreograph a new Latin-American medley for our highest level, advanced BYU Youth ballroom formation company. This artistic work will be presented and competed at the 2017 'California Open' formation competition in Irvine, California and ultimately at the 2017 United States National Youth formation championships held in Provo, Utah. Each competition will be adjudicated by nationally and internationally recognized judges. Furthermore, the US National Youth formation championships will be attended by upwards of 18 teams nationwide.