

Teaching Philosophy for Jeremy C. Baguyos

As a teacher, I endeavor to create engaging, meaningful, and measurable outcome-based learning experiences, in an interdisciplinary fashion, often with technology-based constructs, within and through the performing and creative arts, in order to inform and empower tomorrow's leaders, so that they can imagine and create transformative advances in their own endeavors and inspire others to do the same. My teaching is informed by my research and creative activity, where I aim to curate and interpret the repertoire of the past and foster advances in innovative and emerging performance areas, so that I can prepare students for success within a rapidly evolving and information-saturated global society.

For every class that I have ever taught in the last decade, and for any class that I will teach in the future, the following principles guide my curriculum design and day-to-day interactions with students.

Although a core set of internalized intellectual competencies always has been and always will be central to scholarship, all students have access to the world's collective works in their pocket. It is no longer necessary to be a walking encyclopedia because that type of information is readily available on anyone's phone. Instead, the salient skills and sensibilities that need to be taught to students involve 1) retrieving and organizing existing information efficiently, 2) analyzing and evaluating information, 3) imagining new ideas and solutions based on existing information, 4) proactively identifying existing "tension" and opportunities for innovation, 5) summarizing and communicating ideas and information, and 6) living the life of visionary and inspiring leadership.

A student does not need to memorize answers that already exist. Instead, a student needs to be empowered to ask the right questions in order to find solutions efficiently. After finding solutions, the student needs to be able to organize and evaluate solutions. Inclusive of evaluation is the process of analysis. Finding and evaluating solutions requires exposure to breadth of content and the scholarly traditions of rigorous inquiry. Ultimately, a student must be able to function independently of the teacher, with passion, insight, and precision, in order to find, organize, and evaluate information.

The performing and creative arts provide the most important aspect of success in the information age. This is the ability to imagine. More specifically, it is the innate ability of musicians and artists to see and break down the internal interplay of the smaller components of an otherwise complex system (i.e., how the individual component musicians of a large orchestra combine to create a unified and pleasing sound) and to imagine how new complex systems can be designed and implemented (i.e., how individual shapes combine to create beauty). It is through this creative sensibility of the musician and artist that one intuitively imagines, empathically designs, and procedurally implements an honest analysis and an idealized alternative. Musicians and artists routinely make the "leap" from the tired corpus of answers that already exist to the questions that should be asked, ultimately leading to innovative solutions and untapped opportunities. This artistic sensibility was one of the driving creative forces behind the elegant design of Apple products.

Communicating identified solutions with alacrity and brevity, in tandem with visionary and inspiring leadership is paramount. Even the greatest ideas require effective communication, and ultimately, an inspiring leader to rally stakeholders around the realization of the idea. Once again, it is through the techniques of the creative arts and performing arts where verbal and non-verbal mediation of content can achieve its most colorful, impactful, and salient discourse. The details of preparation for performance and projection of artistic personae and aesthetic stance are not only central to a musical performance, but are also central to compelling communication and empathic and inspiring leadership.

For more than a decade, my teaching philosophy has informed and driven my curriculum design, my day-to-day interactions as a learning facilitator, and my optimistic exuberance for my role in higher education. My proudest achievement and my principal measure as a teacher is my list of former students who have achieved success in both musical and non-musical fields. My most important teaching goal is to get more students on that list! My second proudest teaching achievement is winning the highest teaching award from the National Music Foundation's 2000 American Music Educators Initiative (AMEI 2000), which recognized my work in innovative curriculum development. Corollary pedagogical research and content from the NMF AMEI award became part of the interdisciplinary technology-mediated *Ages of Humanity* program (2000–2003), which was funded by the Scott Opler Foundation in the amount of \$1,000,000.