

# NICOLE R. ROBINSON, PhD

Cultural Connections by Design, LLC

Founder & CEO

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## EXECUTIVE SUMMARY

- Visionary, goal-driven, results oriented leader with the ability to create, develop, and implement strategic plans for transformative change.
- Extensive experience in designing, developing and implementing large-scale, sustainable, reform-oriented university-community partnerships in urban communities.
- Education and curriculum development specialist with in-depth knowledge and understanding of PK-20 academic program design, facilitation, and data-driven assessment and evaluation.
- Excellent interpersonal, communication, and presentation skills; effective problem-solving skills and consensus builder among internal and external constituencies.

## ADMINISTRATIVE EXPERIENCE

### **CULTURAL CONNECTIONS BY DESIGN, LLC**

**2016-PRESENT**

Founder/President ([www.ccbydesign.org](http://www.ccbydesign.org))

Cultural Connections by Design is a diversity education consulting company that specializes in providing diversity education (as opposed to diversity training) to corporate, healthcare, and academic organizations that are committed to creating an inclusive culture - a culture that accepts, values, and views strength in differences. Through various interactive and simulated learning experiences, we equip and empower organizations to serve as agents of change in creating a diverse and inclusive culture of belonging; ultimately, eradicating discrimination and enabling all to reach their full potential.

### **THE UNIVERSITY OF UTAH**

**2013 - 2019**

#### **Associate Vice President, Equity and Diversity (2017-present)**

Serve on the University President Cabinet. Responsible for guiding efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource. Manages \$10 million budget inclusive of personnel, operational cost, capital projects, scholarships, and endowments. Provide leadership to 25 direct reports. Supervise seven senior-level directors (including one executive director); four of which guide student centers and three manage units in our central administration office, including Director of Research, Director of Development, and Director of Marketing and Communications. The Marketing and Communications division includes public relations and events, graphic design, and website design and development. All university-wide programming, messaging and communications, advertising, campaigns, etc. stem from this unit.

- work with the deans of the 16 colleges on campus to develop strategic plans and implement diversity initiatives and practices into the academic core of campus
- developing a Faculty-of-Color Professional Learning Community with embedded mentoring (and retention) support structures
- develop the U-Faculty Intensive 1.0: Developing Faculty as Racial Justice and Equity Champions, Activist, and Allies, a one-year intensive professional learning community for our majority faculty.
- Established university-wide crisis communication plan with (Marketing and Communications)

#### **Assistant Vice President, Office of Equity and Diversity (2016-2017)**

Responsible for guiding efforts to conceptualize, define, assess, nurture, and cultivate diversity as an institutional and educational resource. Manages \$6 million budget inclusive of personnel, operational cost, capital projects, scholarships, and endowments. Provide leadership to 25 direct reports that oversee three centers (American Indian Resource Center, Center for Ethnic Student Affairs, and the LGBT Resource Center), four units (Research and Assessment, Marketing and Communications, Public Relations and Special Events, and Funding/Development), four academic programs (First Year Diversity Scholars, Transfer Diversity Scholars, LORDE Scholars, and DREAMers and DACA Scholars), several student support services (i.e., academic advising, tutoring, outreach and partnerships, family and community support, mentoring, college preparedness, transfer student advising, engaged learning experiences) and 12 cultural and/or identity based registered student organizations.

- Developed *U-Diversity Outreach Program* to streamline all outreach and partnership initiatives with 30 public schools, Salt Lake

Community College and Snow College (two-year) in effort to increase college access, retention and graduation rates of first generation college students, students-of-color, and students from low socioeconomic backgrounds.

- Established the *Diversity Community Advisory Council* with school district administrators, counselors, community leaders, and faculty representatives to strategize educational opportunities for underrepresented students in Salt Lake City valley.
- Developed the *U-Diversity Student Pathway to Success Program*, an early warning tracking process to alert when students enter into the “danger zone” of academic failure (in progress).
- Established *The Resilient-U Project: Strengthening Student Wellness and Resiliency Against Incidents of Bias* (partnered with University Counseling Center, Center for Student Wellness, College of Education/Educational Psychology Department, and Office of Inclusive Excellence) to develop a “wrap-around” support system for students targeted of incident bias on campus (in progress).
- Created the *U-Faculty Intensive 1.0: Allies, Activists and Advocates*, year-long diversity training for faculty members.
- Initiated an *Emergency Fund Campaign* to provide gap funding to students in financial need.
- Developed *DREAMERS and DACA Student Support Team* that helped establish the DREAM center and provide other needed support for DACA and Undocumented students.
- Sponsor five cultural and identity-based high school recruitment conferences (Inter-Tribal, Black/African American, Pacific Islander, Asian American and Movimiento Estudiantil Chicana/Chicano de Aztlan, and Black Student Union).
- Serve on executive council of the new School of Cultural and Social Transformation (approved Summer 2016) to develop school charter, tenure and promotion guidelines, promotional materials, etc.
- Oversee the programming for five campus-wide diversity events (MLK, Jr. Celebration, Women’s Week, LGBTQ+ Pride Week, U Remembers, POWWOW) and four campus-wide awareness events (American Indian, Asian American, Black/African American, Pacific Islander).
- Served on committee to develop the *African American Doctoral Student Initiative* to increase total number of African American doctoral students at the University; 20 students entered the first cohort.

### Senior Vice President of Academic Affairs Leadership Fellow

#### Office of Academic Affairs/Provost (2016-present)

Report directly to the Senior Vice President of Academic Affairs/Provost for leadership skill development through practical application and experiential leadership opportunities.

- Developed the *U-Faculty Ambassador “Think Tank”* to focus on and research specific issues around student success.
- Co-developed three interconnected projects: *The University Faculty Ambassador Program*, *The MUSE Professor Project*, and *The Sophomore RISE Project* in partnership with the Office of Undergraduate Studies to establish a campus-wide sophomore experience retention program aimed to increase second year retention rates through Access, Achievement and a “Plan to Finish” components.
- Committee Member, Graduate Education Strategy Group.

### Beverly Taylor Sorenson Presidential Endowed Presidential Professor

#### College of Fine Arts (2013-2017)

Managed \$1.5 million endowment and served as the liaison between the Utah State Office of Education and the University of Utah to oversee the \$11 million/year statewide public-private funded Beverly Taylor Sorenson Arts Learning Program (BTSALP). Worked closely with the University’s Site Coordinator and ten staff members to provide professional development, support, and mentoring to approximately 41 arts specialists, 1,500 classroom teachers, 62 administrators, and 144 pre-service teachers each year which delivers an arts-enriched curriculum to approximately 35,000 students in the University’s designated region; more than 200,000 children benefit from this program statewide.

- Developed the *University Consortium of Arts Educators in Utah*, an inter-institutional consortium designed to foster collaboration among the seven public and private institutions throughout Utah to improve the quality of arts education through the BTSALP program.
- Developed the *Utah Arts and Arts Education Initiative* to provide consistent, high-quality statewide professional development and “best practice” models for public school teachers.
- Developed the *Teacher-2-Researcher: A BTSALP Research Cohort Program* designed to develop action research skills among public school teachers to teach using data as a part of reflective practice to inform instruction.
- Developed *ArtsLINK Conference for Arts Education and Elementary Education Pre-service Students* to teach about interdisciplinary and integrative pedagogical practices.
- Co-developed the *Leading Minds Music Education Symposium*, a professional development conference for public school music teachers; 150 attendees during first year.

**UNIVERSITY OF MEMPHIS****Department Chair, Music Education and Pedagogy Division****Rudi E. Scheidt School of Music, College of Communications and Fine Arts (2004-2012)**

Provided leadership and oversight to the largest academic division in the School of Music which consisted of two undergraduate, two master, a doctoral degree program, Three-summer Master's Degree, Teacher Certification Program and the Summer Orff Institute. Each year, approximately 350-400 undergraduate and graduate students and public-school teachers and administrators enrolled in various courses, professional development sessions, workshops, summer camps, and Summer Institutes sponsored through the Music Education and Pedagogy Division.

- Developed *The MSM Project: Middle School Memphis Choral Partnership Project*, a seven-year research-based university-district partnership model designed to reform teacher quality in local urban schools.
- Restructured the undergraduate music education degrees and worked with College of Education administrators to transfer the degree credits to the School of Music.
- Developed the *Alternative Teacher Certification Program* in response to critical need for certified teachers.
- Developed the *Music Education Professional Sequence (MEPS)*, a centralized advising system designed to increase retention and graduation rates.
- Designed and developed the *School of Music Honors Residential Living Learning Complex*; a \$20 million project. This 75-bed living learning community included common quarters, study hall and classroom, and soundproof practice music rooms.

**Coordinator of Graduate Studies, Music Education and Pedagogy****Rudi E. Scheidt School of Music, College of Communications and Fine Arts (2000-2003;2004-2012)**

Provided leadership in building and developing a robust graduate program. Coordinated and monitored recruiting efforts, applications, petitions, scholarship and graduate assistantship awards, student progress and completion. Maintained graduate records and student evaluation processes.

Provided regulatory oversight of graduate regulations of the University, College, Department and degree program.

- Developed the *Doctor of Philosophy in Music Education*—the first and only Ph.D. in Music Education in Tennessee. Negotiated endorsements for the new degree through various tiers of departmental, college, and upper administrative support and received final approval through state guideline of the Tennessee Board of Regents.
- Worked extensively with various external review processes and provided assessment reports for SACS (Southern Association of Colleges and School), NCATE (National Council for Accreditation of Teacher Education (now CAEP), NASM (National Association for Schools of Music)
- Marketed and recruited new graduate master and doctoral degree programs and structured a central advising system to decrease graduate students time to completion and increase graduation rates.
- Established the *Music Education Progress System (MEPS)* to track undergraduate students from matriculation to completion; graduation rates increase by 35%.
- Developed several graduate courses including Introduction to Research in Music Education, History and Philosophy of Music Education, Social and Cultural Issues in Music Education, Mastery of Teaching and Learning, Applications in Music Education Research, Music for Special Populations in Education, Foundations in Music Education, and Integrative Arts for Education Majors.
- Developed a *Three-summer Master of Music Education Degree* program.

**Chair, Tennessee Collegiate National Association for Music Education (2004-2006)**

Served as state advisor to the collegiate NAFME chapters/organizations for 16 public and private universities and colleges (approximately 1,200 students) in Tennessee.

- Restructured the statewide electoral process in effort to obtain more balance in political input among the various institutions throughout Tennessee.
- Developed statewide collegiate conference for undergraduate preservice teachers with sessions on best pedagogical practices, teaching and learning processes, career preparation and readiness.

**VIRGINIA COMMONWEALTH UNIVERSITY****2003-2004****Department Chair, Music Education****School of the Arts, Department of Music**

- Restructured the undergraduate curriculum to include more field experience opportunities and a more streamlined process through degree completion.
- Developed the *Orff-Schulwerk Summer Institute*

- Developed the *Three-Summer Master's in Music Education* program

### **ACADEMIC APPOINTMENTS**

<b>Professor</b> , Beverly Taylor Sorenson Presidential Endowed Professor School of Music, College of Fine Arts, University of Utah, Salt Lake City, UT	2013-2017
<b>Associate Professor</b> , Music Education Setnor School of Music, College of Fine Arts, Syracuse University, Syracuse, NY	2012-2013
<b>Associate Professor</b> , Music Education (Tenured and Promoted in 2007) Rudi E. Scheidt School of Music, College of Communications and Fine Arts, University of Memphis, Memphis, TN	2004-2012
<b>Assistant Professor</b> , Music Education Music Department, School of the Arts, Virginia Commonwealth University, Richmond, VA	2003-2004
<b>Assistant Professor</b> , Music Education Rudi E. Scheidt School of Music, College of Communications and Fine Arts, University of Memphis, Memphis, TN	2000-2003
<b>Graduate Teaching Assistant</b> College of Music, Florida State University, Tallahassee, FL	1997-2000
<b>Public School Music Teacher</b> North Carolina Public Schools, Durham Public Schools and Chapel Hill-Carrboro Schools	1994-1997

### **COURSE/CURRICULUM DEVELOPMENT**

#### University of Memphis

Introduction to Research in Music Education, graduate  
History and Philosophy of Music Education, graduate  
Social and Cultural Issues in Music Education, graduate  
Applications in Music Education Research, graduate  
Mastery of Teaching and Learning, graduate  
Music for Special Populations in Education, graduate  
Foundations in Music Education, undergraduate  
Integrative Arts for Education Majors, undergraduate

#### **Academic Programs Developed**

##### University of Memphis

Music Education Undergraduate Professional Sequence (MEPS) (2001)

#### **Degrees Programs Developed**

##### University of Memphis

Doctorate of Philosophy in Music Education (2005)  
Three-summer Master of Music Education Degree (2005)  
Music Education Licensure/Certification Program (2002)

##### Virginia Commonwealth University

Orff-Schulwerk Summer Workshop (2004)  
Three-Summer Master of Music Education Degree (2004)

## **RESEARCH**

### **BOOKS**

Yale School of Music. (2018). Declaration on equity in music for city students. New Haven, CT: Yale School of Music [contributor to document content and editorial reviewer]\*

**Robinson, N. R.**, Hall, S. N. & Spano, F.P. (2016). *Teaching General Music: A K-12 Experience*. Dubuque, IA: Kendall Hunt Publishing

**Robinson, N. R.**, Hall, S. N. & Spano, F.P. (2011). *Teaching elementary music: Integrative strategies between music and other subjects*, 2<sup>nd</sup> ed. Dubuque, IA: Kendall Hunt Publishing.

### **BOOK CHAPTERS AND JOURNAL PUBLICATIONS**

Frierson-Campbell, C., McKoy, C., & **Robinson, N.R.** (Submitted). Elephant in the Music: Responsiveness (or lack thereof) to crisis of music in urban schools. *Journal of Music Teacher Education*.

Pendergast, S. & **Robinson, N. R.** (submitted). Middle students' preference for music learning experiences. *Journal of Research in Music Education*.

**Robinson, N. R.** (in review). A catalyst of change: Urban music teachers' acquisition of learning and teaching through participation in a reform-oriented professional development partnership. *Journal of Research in Music Education*.

Abril, C. & **Robinson, N. R.** (2019). On equity, diversity, and social justice: Music education students' perspectives. *International Journal of Music Education*.

Rothwell, E.; Botkin, J.; Cheek-O'Donnell, S.; Wong, B.; Case, G.; Johnson, E.; Matheson, T.; Wilson, A.; **Robinson, N. R.**; Rawlings, J.; Borejsi, B.; Lopez, A.; & Byington, C. (2017). Assessing the Impact of a Theatrical Performance on Audience Attitudes and Behavior Intentions toward Research: An Empirical Study of a Reading of Deborah Zoe Lauffer's drama *Informed Consent*. *AJOB Empirical Bioethics*.

**Robinson, N. R.** (2017). Correlations between Teacher Turnover and Specific Non-Pecuniary School Characteristics among Secondary Band and Choral Programs in a Large Urban District. *International Journal of Music Education*. 36., DOI 025576141772954. 10.1177/0255761417729547.

Frierson-Campbell, C., McKoy, C., & **Robinson, N.R.** (2016). *A content analysis of ten years of publications related to urban music education*. International Conference on Urban Education, San Juan, Puerto Rico (pg. 340-355). Charlotte, NC: The Urban Institute.

**Robinson, N. R.** (2016). Developing critical consciousness for diversity and equity among preservice music education. *Journal of Music Teacher Education*, 26 (3), 11-26.

May, B. N., & **Robinson, N. R.** (2015). Arts teachers' perceptions and attitudes on arts integration while participating in a statewide arts integration initiative. *Journal of Music Teacher Education*, doi: 1057083714568567.

**Robinson, N.R.** (2015). Urban Music Education: Myths, Misconceptions and Misdirections. *Ala Breve: The State Journal for Alabama Music Education Association*. May/June, 38-41.

Dekaney, E. & **Robinson, N. R.** (2014). A comparison of urban high school students' perception of music, culture, and identity. *Journal of Music Teacher Education*, 23 (1), 1-14.

- Robinson, N. R.** (2012). Preservice music teachers' employment preferences: Consideration factors. *Journal of Research in Music Education*, 60 (3), 294-309.
- Hall, S. N. & **Robinson, N. R.** (2012). Music and reading: Finding connections from within. *General Music Today*, 26 (1), 11-18.
- Robinson, N. R.** (2008). Teaching: A lifelong process. *Tennessee Musician: The State Journal for Music Educators*. 59(3), 34-35.
- Robinson, N. R.** (2007). Effective behavior management techniques. *Tennessee Musician: State Journal for Music Educators*, 57(4), 40-41.
- Robinson, N. R.** (2007). Celebrating success. *Tennessee Musician: The State Journal for Music Educators*. 59(4), 39-41.
- Robinson, N. R.** (2006). Why are you here? The pathway to becoming an effective (or ineffective) music teacher. *Florida Music Director*, 59 (6), 16-18. (reprint)
- Robinson, N. R.** (2006). Tackling the fears of student teaching. *Tennessee Musician: The State Journal for Music Educators*. 59(2), 35-40.
- Robinson, N. R.** (2006). Professional development...Just for you! *Tennessee Musician: The State Journal for Music Educators*. 58(3), 29-30.
- Robinson, N. R.** (2006). A Report from Dr. Robinson. *Tennessee Musician: The State Journal for Music Educators*, 59(1), 38-39.
- Robinson, N. R.** (2005). What does philosophy have to do with teaching anyway? *Tennessee Musician: The State Journal for Music Educators*, 58(1), 40-42.
- Robinson, N. R.** (2005). What SHOULD I expect as a new teacher? *Tennessee Musician: The State Journal for Music Educators*, 58(2), 38-39.
- Robinson, N. R.** (2005). What's going on in your "neck of the woods?" *Tennessee Musician: The State Journal for Music Educators*, 58(2), 22-28.
- Robinson, N. R.** (2005). Why are you here? The pathway to becoming an effective (or ineffective) music teacher. *Tennessee Musician: The State Journal for Music Educators*, 57 (4), 35-36.
- Hill-Clarke, K. & **Robinson, N. R.** (2005). It's as easy as ABC and Do, Re, Mi: Using music, rhythm and rhyme to enhance literacy. In G. Moss et al. (Eds.), *Early Childhood and Elementary Literacy 05/06* (pp. 169-171). Dubuque, IA: McGraw-Hill/Dushkin (reprint)
- Hill-Clarke, K. & **Robinson, N. R.** (2005) Snaps, claps and taps: Supporting literacy development through music. *Tennessee's Children: Journal of the Tennessee Association for the Education of Young Children*, 46 (2), 17-19.
- Robinson, N. R.** (2004). Redefining "at-risk" to meet the needs of the contemporary student. *Action, Criticism, & Theory for Music Education*, 3 (3), 2-12.
- Hill-Clarke, K. & **Robinson, N. R.** (2004). It's as easy as ABC and do, re, mi: Using music, rhythm, and rhyme to enhance literacy. *Young Children: Journal of the National Association for the Education of Young Children*, 59 (5), 91-95.
- Robinson, N. R.** (2004). Who is "at-risk" in the music classroom? *Music Educators Journal*, 90 (4), 38-43.
- Robinson, N. R.** (2003). Redefining "at-Risk" to meet the needs of the contemporary classroom. In H. Froehlich, D. Coan, & R. Rideout

(Eds.), *Sociology of Music Education Symposium III: Social Dimensions of Music, Music Teaching and Learning* (pp. 99-106). Amherst, MA: University of Boston Press. (reprint)

Hill-Clarke, K. Y. & **Robinson, N. R.** (2002). Locomotion and literacy: Effective Strategies to enhance literacy instruction (ERIC document reproduction service No. ED474066)

### **EDUCATIONAL PRODUCTS**

**Robinson, N. R.** (2015). *Cultural Connections by Design*. In licensing agreement negotiations with Technology, Venture and Commercialization, University of Utah.

**Robinson, N. R.** & Hall, S. N. (2010). *MusicPLUS Literacy®: Speech, Literacy, and Language Development Kit Grades K-2*. Memphis, TN: QUADRIVIUM Publications

**Robinson, N. R.** & Hall, S. N. (2010). *MusicPLUS Literacy® CD Recording (11 tracks)*. [Recorded by SPL Media]. On MusicPLUS Literacy [CD] Memphis, TN: QUADRIVIUM Publications (2005)

Hall, S. N. & **Robinson, N. R.** & (2008). *Music and Literacy Curriculum: Grade 3*. Commissioned by Promise Academy Charter School, Memphis City Schools.

**Robinson, N. R.** & Hall, S. N. (2007). *Music and Literacy Curriculum: Grade 2*. Commissioned by Promise Academy Charter School, Memphis City Schools.

Hall, S. N. & **Robinson, N. R.** & (2006). *Music and Literacy Curriculum: Grade 1*. Commissioned by Promise Academy Charter School, Memphis City Schools.

**Robinson, N. R.** & Hall, S. N. (2005). *Music and Literacy Curriculum: Grade K*. Commissioned by Promise Academy Charter School, Memphis City Schools.

### **INVITED KEYNOTE PRESENTATIONS**

*Music, Identity, and Social Justice*, Featured Faculty/Keynote speaker for University of Northern Colorado, Greeley Colorado, CO, October 2018.

*Understanding the Journey of Higher Education*, Featured Faculty/Keynote speaker for University of Utah New Student Welcome (1500 attendees), Salt Lake City, UT, August 2017

*Shifting the Diversity Paradigm from Incremental to Transformative Change on University Campuses. Dixie Development Day "Elevate Dixie."* Dixie State University, St. George, UT, May 2017.

Invited keynote speaker at the Dixie Development Day "Elevate Dixie." *Embracing our differences session*. Dixie State University, St. George, UT, May, 2017.

*Faculty: Developing a Critical Consciousness to Center Learning*. Bayh College of Education, Indiana State University, Terre Haute, IN, March, 2017.

*Equity in Education: The Intersectionality of Cultural, Political, and Social Contexts*. University of Massachusetts-Boston, January 2017.

*Equity versus Equality in Education*. College of Music, Florida State University, Tallahassee, FL. October 2016

*Teachers as Architects of Student Success. Symposium of Teaching and Learning, University of Utah, Salt Lake City, UT, October 2016*

*Equity in Education: The intersectionality of social, political and economic factors (four-part series). Bayh College of Education, Indiana State University, Terre-Haute, IN. August 2016.*

*Teaching with Understanding (six-part series). University of Missouri, Kansas-City, Kansas City, MO. April 2016.*

*Experiencing, Engaging, and Exploring Music in the Elementary General Music Classroom, Louisiana State University, Baton Rouge, LA October 2015*

*Teaching Music in Urban School Settings, Department of Music, University of North Carolina at Pembroke, Pembroke, NC, September 2015*

*Urban Music Education: Myths, Misconceptions and Misdirection. Setnor School of Music, Syracuse University, Syracuse, NY, April 2015*

*Urban Music Education: Myths, Misconceptions and Misdirection. College of Music, The Florida State University, Tallahassee, FL, September 2014*

*The MSM Project: Increasing urban students' access to quality music instruction through school-community-university partnerships. Setnor School of Music/School of Education, Syracuse University, Syracuse, NY, April 2011.*

*Family structures and behavior management in the urban music classroom. Ohio Music Educators Conference, Cincinnati, OH, February 2008.*

*Contemporary methodologies in music education that enhance literacy instruction in the choral classroom. College of Music, Florida State University, Tallahassee, FL, July 2007.*

*Propelling urban music education forward through research-based sustainable university/school partnership. National Association of Negro Musicians National Conference, Chattanooga, TN, July 2008.*

*The state of music education in urban districts: A panel discussion. National Association for the Study & Performance of African-American Music National Conference, Jackson, MS, February 2005.*

### **INTERNATIONAL TEACHINGS, RESEARCH, AND OUTREACH**

Abril, C. & **Robinson, N. R.** (2017, April). *On equity, diversity, and social justice: Music education students' perspectives.* Clifford K. Madsen International Symposium for Research in Music Behavior (22<sup>nd</sup> Meeting). Austin, TX.

**Robinson, N. R.** (2015, March). *Developing a critical consciousness for diversity and equity among preservice music teachers.* XXI International Symposium on Research in Music Behavior, Tallahassee, Florida.

**Robinson, N. R.** (2014, July). *A catalyst of change: Urban music teachers' acquisition of learning and teaching through reform-oriented professional development.* International Society of Music Education, Porto Alegre, Brazil.

**Robinson, N. R.** (2013, March). *Music teacher mobility in an urban district: A 10-year longitudinal case study.* Research paper presented at the XX International Symposium on Research in Music Behavior, Seattle, Washington.



**Robinson, N. R.** (2011, February). *Preservice music teacher employment choice: Consideration factors*. Research paper presented at the XIX International Symposium on Research in Music Behavior, Barcelona, Spain.

**Robinson, N. R.** (2010, October). *The "Great Equalizer": (Re)conceptualizing music education towards culturally relevant pedagogy*. Research paper presented at the Race, Erasure, and Equity in Music Education Conference sponsored by the International Consortium for Research on Equity in Music Education (CRÈME International). University of Wisconsin-Madison, Madison, WI.

Bowers, J. & **Robinson, N. R.** (2007, March). *Systemic change in an urban school district music program: A university/public school model, Year one*. Research paper presented at the XVII International Symposium for Research in Music Behavior, Baton Rouge, LA.

### **RESEARCH AND PROFESSIONAL PRESENTATIONS (REFEREED)**

Rothwell, E., Case, G., Cheek-O'Donnell, S., Wong, B., Johnson, E.J., Matheson, T., Wilson, A., **Robinson, N. R.** Rawlings, J., Horesjsi, B., Botkin, J.R., & Byington, C. (2017). *Empirical Assessment of a Theatrical Performance on Attitudes and Behavior Intentions Toward Research: The Informed Consent Play*. Translational Science, Association for Clinical and Translational Science, Washington, DC, April 19-21, 2017.

Pendergast, S. & **Robinson, N. R.** (2017, February). *Music course and learning preferences of middle school students*. Texas Music Educators Conference, San Antonio, TX.

Pendergast, S. & **Robinson, N. R.** (2017, February). *Music course and learning preferences of middle school students*. Utah Music Educators Conference, St. George, UT.

**Robinson, N. R.** (2016, March). *The expectancy theory: Music teachers' perceptions and attitudes about physical, social, and academic risk factors that influence school failure*. Research poster accepted for the National Biennial Music Educators Conference, Atlanta, GA.

May, B. & **Robinson, N. R.** (2015, February). *Arts teachers' perceptions and attitudes regarding participation in a statewide art integrative initiative*. Research poster presented at the Utah Music Educators Conference, St. George, UT.

**Robinson, N. R.** (2014, April). *A catalyst of change: Urban music teachers' acquisition of learning and reaching through reform-oriented professional development partnership*. Research presentation accepted for National Biennial Music Educators Conference, St. Louis, MO.

**Robinson, N. R.**, Bowers, J. & Garrett, M. (2014, April). *Increased teacher effectiveness in the urban middle school choral rehearsal*. Research poster accepted for the National Biennial Music Educators Conference, St. Louis, MO.

May, B. & **Robinson, N. R.** (2014, April). *Arts teachers' perceptions and attitudes regarding participation in a statewide art integrative initiative*. Research poster accepted for the National Biennial Music Educators Conference, St. Louis, MO.

**Robinson, N. R.** (2014, February). *Teacher turnover and non-pecuniary school characteristics among music teachers in a large urban district*. Research poster presented at the Utah Music Educators Conference, St. George, UT.

**Robinson, N. R.** (2013, September). *"Waiting for Superman": Exploring the influence of an educational documentary film on undergraduate music education majors' perceptions and attitudes on current educational practices in urban schools*. Research poster presented at the Society of Music Teacher Education, Greensboro, NC.

**Robinson, N. R.** (2012, March). *Music teacher mobility in an urban school district: A 10-Year longitudinal case study*. Research poster presented at the National Biennial Music Educators Conference, St. Louis, MO.

**Robinson, N. R.** (2011, September). *Increasing urban students' access to quality music instruction through school/university partnerships*.

Research presented at the Symposium on Music Teacher Education Conference/Society for Music Teacher Education, Greensboro, NC.

Dekaney, E. & **Robinson, N. R.** (2010, March). *A comparison of urban high school students' perception of music, culture, and identity*. Research poster presented at the National Biennial Music Educators Conference, Anaheim, CA.

**Robinson, N. R.** (2010, March) *The PRIZM Project: A multi-level, multi-dimensional community-school-university partnership*. Research presentation at the National Biennial Music Educators Conference/Society of Music Teacher Education SRIG, Anaheim, CA, March 2010.

**Robinson, N. R.** (2008, April) *Urban music education: Past, present, future*. Research presentation at the National Association of Music Education Conference Urban and Rural Education Pre-Conference Session, National Music Educators Conference, Milwaukee, WI, April 2008.

Bowers, J. & **Robinson, N. R.** (2008, April). *Systemic change in an urban music program: A university/public school model*. Research poster presented at the National Biennial Music Educators Conference, Milwaukee, WI.

Bowers, J. & **Robinson, N. R.** (2007, April). *Serendipitous benefits of community service components in a university choral ensemble*. Research poster presented at the Texas Music Educators Association Conference, San Antonio, TX.

**Robinson, N. R.** (2007, February). *What are statistics really telling us? Understanding urban schools through statistics*. National Association of the Study and Performance of African-American Music National Conference, Jackson, MS.

**Robinson, N. R.** (2005, April). *Music education vs. education pre-service students' perceptions of the benefits of integrated arts courses in their future teaching*. Research poster presented at the Tennessee Music Educators Conference, Nashville, TN.

**Robinson, N. R.** (2005, January). *Pre-service music teachers' perceptions about the importance and benefits of early field experience*. Research poster at the Southern Division Music Educators Conference, Tampa, FL.

**Robinson, N. R.** (2004, April). *Redefining "at-risk" in order to meet the needs of today's classroom*. Sociology of Music Education Symposium, University of North Texas. Denton, TX, April 2004.

**Robinson, N. R.** (2002, April). *Factors that influence music teachers' perceptions of "at-risk" students in the classroom*. Research poster presented at the National Biennial Music Educators Conference, Nashville, TN.

Bowers, J. & **Robinson, N. R.** (2001, February). *Serendipitous benefits of community service components in a university-performing ensemble*. Research poster presented at Southern Division American Choral Directors Association Conference, Charlotte, NC.

**Robinson, N. R.** (2000, March). *A case study: The effects of visual icons and solfège syllables on college-level uncertain singers*. Research poster presented at the National Biennial Association of Music Education Conference, Washington, DC.

**Robinson, N. R.** (2000, March). *A case study: The effects of visual icons and solfège syllables on college-level uncertain singers*. Research poster presented at the Southern Division American Choral Directors Association Conference, Orlando, FL.

### RESEARCH SUPERVISION

Penerosa, R. (2016). *Music integration as part of an arts integrative initiative: A closer look at implications for the music education*, University of Utah, School of Music.

- Larsen, V. (2014). *The influence of formal music instruction on the construction of musical identities of conservatory jazz students*, University of Utah, School of Music.
- Wrighten, Q. (2012). *The wind band music of Scott McAllister*, University of Memphis. Rudi E. Scheidt School of Music.
- Lamb, Q. (2012) *Gender based music instrument stereotypes and counter-stereotypes portrayed in children's animated media*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor)
- Hall, S. (2010). *Preparing music pre-service teachers to enhance language arts reading skills in the elementary music classroom: A degree program and course content analysis*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Roebuck, N. (2009). *An analysis of collegiate band directors' exposure to sound pressure levels*. University of Memphis, Rudi E. Scheidt School of Music. (Major Professor).
- Johnson, H. (2009). *High school band students' perception of teacher affect as it pertains to student performance and motivation*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Ball-Holmes, E. (2008). *Four case studies on the influence of background music on behavior management in the music classroom*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Ivey, J. (2008). *Recruiting and retaining middle school choral students*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Janzen, E. (2008). *Music teachers' attitudes and perceptions regarding special learners in the music classroom: The influence of gender, teaching experience, and teaching assignment*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Sanders, J. (2008) *Self-esteem in urban middle school class piano students*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Davis, L. (2006). *The choral music of Moses George Hogan*. University of Memphis, Rudi E. Scheidt School of Music.
- Lane, S. (2003). *Maurice Hinson: His life and contributions to piano pedagogy*. University of Memphis, Rudi E. Scheidt School of Music.
- Elliott, R. (2003). *A study of student preference between two approaches of classroom instruction of undergraduate music appreciation at the university level*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Cleveland, M. (2003). *Implementation of content standard nine of the national standards for music education into the band classroom*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).
- Morris, T. (2002). *The effect of jazz, classical, and popular music on classroom behavior*. University of Memphis, Rudi E. Scheidt School of Music (Major Professor).

### **K-12 PEDAGOGICAL PRESENTATIONS**

Jazzy State of Mind: Using the Concept of Jazz to Improve Science Professional Development, Teacher Practice and the Implementation of the NGSS, *California Council on Teacher Education*. San Diego, CA, November 2014.

Uniting music education: Models for collaboration, *Florida Music Educators Conference*. Tampa, FL, January 2013.

- Rebuilding middle school choral programs in urban schools, *American Choral Directors Association Conference*. Chicago, IL. March 2011.
- Motivating students to success. *National Biennial Association of Music Education Conference*. Salt Lake City, UT, April 2006.
- Utilizing music as a vehicle for literacy instruction in the urban classroom. *International Reading Association 50th Annual Conference*. San Antonio, TX, May 2005.
- Nurturing creativity: Linking music to literacy beyond kindergarten. *92 Annual National Council of Teachers of English: National Association of Teachers of English Conference*. Atlanta, GA, November 2002.
- Revitalizing middle school urban choral programs. *Southern Division American Choral Directors Association*. Memphis, TN., March 2011.
- Enhancing academic success beyond the curriculum: Extending learning in literacy through music. *Mississippi Music Educators Conference*. Jackson, MS, August 2009.
- MusicPLUS Literacy<sup>®</sup>: Using music to enhance literacy skills. *Arkansas Music Educators*. Conway, AK, August 2009.
- Systemic change in an urban school district choral music program: A university/public school model: Year One. *Southern Division Music Educators Conference*. Charleston, SC, April 2007.
- Strengthen the choral experience through mentoring and partnerships: A panel discussion. *Southern Division American Choral Directors Association Conference*. Charlotte, NC, February 2001.
- “Music tells a story”: Using storybooks to create integrative lesson in the classroom. *Tanner Dance Professional Dance Series*, Salt Lake City, UT, February 11 & 12, 2014.
- The “big picture”: Strategies to develop effective integrative themes and concepts.” *Utah Music Educators Conference*, St. George, UT, February 2014.
- What is this thing called “integration” anyway? *Utah Music Educators Conference*, St. George, UT, February 2014.
- “Nuts and bolts of effective teaching: Why are you here?” *Tennessee Music Educators Conference*. Nashville, TN, April 2006.
- Exploring the world of effective teaching. *Virginia Music Educators Conference*. Norfolk, VA, November 2004.
- It's as easy as 1-2-3-: Effective steps to becoming a good (no, great!) music teacher. *Tennessee Music Educators Conference*. Nashville, TN, April 2003.
- Teaching “at-risk” students effectively in the music classroom. *Tennessee Music Educators Conference*, Nashville, TN, April 2003.
- Tune into literacy: Supporting reading and writing through music. *Tennessee Reading Association Conference*. Chattanooga, TN, November 2001.
- Experiencing, Engaging, and Exploring Music in the Elementary General Music Classroom. *East Baton Rouge Parish*, Baton Rouge, LA, October 2015.
- The Whale Story: Songs from the Deep. *Beverly Taylor Sorenson Arts Integration Conference*, Weber, UT, February 2015

- Teaching music literacy in diverse educational settings: A three-part series. *Department of Music, University of North Carolina-Charlotte*, Charlotte, NC, August 2009.
- Using music to enhance literacy. *Mississippi Music Educators Fall State Workshop, Gulfport School District*, Gulfport, MS [Tupelo, Jackson, Biloxi], September 2009.
- MusicPLUS Literacy®: Using music to enhance literacy. *Tennessee Arts Council*, Nashville, TN, December 2007.
- Integration: The parallels between music learning and literacy learning processes. *Tennessee Arts Council, ValuesPLUS Integration Conference*, Dickson, TN., November 2007.
- Behavior management in the music classroom. *Memphis City Schools*, Memphis, TN, October 2007.
- Integration: Storybooks and music that build literacy. *Learning through the Arts Summer Institute*, Orlando, FL, August 2007.
- Essential elements of effective music teaching. *Huntingdon Independent Schools*, Huntingdon, TN, July 2007.
- Arts Integration for classroom teachers. *Huntingdon Independent Schools*, Huntingdon, TN, July 2007.
- Basic elements of an effective lesson plan. *Memphis City Schools*, Memphis, TN, October 2006.
- The importance of lesson planning in the Brass Studio. *Scheidt School of Music, University of Memphis*, Memphis, TN, April 2006.
- The ditch diggers daughter: How music created life opportunities. *National African-American Read-In Festival, College of Education, University of Memphis*, Memphis, TN, February 2006.
- Connecting music to academic learning. *National African-American Read-In Festival, College of Education, University of Memphis*, Memphis, TN, January 2006.
- Understanding teacher effectiveness: Vocal diction. *Scheidt School of Music, University of Memphis*, Memphis, TN, November 2005.
- Elements of an exceptional teacher. *Scheidt School of Music, University of Memphis*, Memphis, TN, November 2004.
- Some point and time, you will teach! Exploring the world of effective teaching. *Scheidt School of Music, University of Memphis*, Memphis, TN, November 2004.
- Core knowledge: Integrating music effectively into core knowledge. *Richmond Public Schools*, Richmond, VA, August 2004.
- Behavior management in the music classroom. *Memphis City Schools*, Memphis, TN, February 2004.
- Integrating music into the elementary classroom. *James C. Rosser Elementary School, Moorhead*, MS. April 2002.
- Educating African American children: Songs, games, and dances that teach African America culture. *College of Education, University of Memphis*, Memphis, TN., March 2002.
- Teaching higher order thinking skills in the music classroom: Utilization of classic “tunes and tales.” *Shelby County Schools*, Bartlett, TN., February 2002.

Reviewing "The Music Connection" textbook series. *Shelby County Schools*, Bartlett, TN., February 2002.

Careers in music education: Grammy's in the schools. *Scheidt School of Music, University of Memphis*, Memphis, TN. February 2001-2005.

Music, language and early intellectual development. On Together for Children: 2001 Parenting Seminar. [*Mr. Chuck Television Series*], Memphis, TN., November 2001.

Singing, moving & "Orffing" through the national standards. *Mississippi Music Educators Association Fall Workshop, Long Beach Unified School District*, September 2001.

Teaching music in the general education classroom. *Crichton College*, Memphis, TN., April 2001.

How to (and not to) present and advocate the importance of choral music education for young people. *Shelby County Fine Arts In-Service Conference Rock N' Soul Museum*, Memphis, TN, February 2001.

Integrating Orff and Dalcroze methods with music therapy and recreational techniques. *College of Music, Music Therapy Department, Florida State University*, Tallahassee, FL., July 2000.

Orff-Schulwerk in the piano studio. *College of Music, Music Therapy Department, Florida State University*, Tallahassee, FL., July 2000.

### **GRANTS/FUNDING**

- 2017: Principal Investigator: *Faculty Intensive 1.0: Allies, Activist and Advocate, Communities-Against-Hate Grant, Society of Open Society Foundation* (submitted, \$150,000)
- 2017: Principal Investigator: *The Resilient-U Project. Communities-Against-Hate Grant, Society of Open Society Foundation*. (submitted, \$150,000)
- 2015: Principal Investigator: *Utah Arts and Arts Education Initiative. Art Works for Kids Grant* (proposed grant \$250,000; not funded).
- 2015: Principal Investigator: *Teacher-2-Researchers: A BTASLP Pilot Research Cohort. Art Works for Kids Grant*, \$33,000.
- 2015: Principal Investigator: *Music and Hospice: A service-learning course. Teaching Grant. University of Utah*, \$3,500
- 2012: Principal Investigator: *Success in Urban Schools: An Observation of UCLA's Center X. Faculty Research & Development Grant. College of Visual and Performing Arts Office of Research and Graduate Studies. Syracuse University*, \$1,468
- 2012: Principal Investigator: *THE ACADEMY: A Shared Learning Community. Program Development Grant, College of Visual and Performing Arts, Syracuse University*, \$2,500.00
- 2010: Principal Investigator: *An enchanted evening with Jazz and Education. University of Memphis Event Allocations Award*, \$15,000.00.
- 2010: Principal Investigator: *Diversity Research Grant, University of Memphis*, \$8,000.00.
- 2010: Principal Investigator: *(Re)Conceptualizing urban music education towards a new epistemology. University Research Professional Development Assignment, University of Memphis*, \$32,000.00
- 2009: Principal Investigator: *Conjoint Analysis: Attributes that contribute to Music Teacher Mobility in Urban School Districts. Research Faculty Grant, University of Memphis*, \$6,000.
- 2006: Principal Investigator: *Student Services and Residence Life, Living Learning Residence Complex for Music Majors; Grant approved 2006 (dorm opened Fall 2010). University of Memphis*, \$20 million.
- 2005-10: Principal Investigator: *Middle School Memphis: Systemic change professional development model. Memphis City Schools. Support: \$250,000.*
- 2005: Principal Investigator: *Sounds of Summer Music Camp: A Partnership between University of Memphis, School of Music, Memphis City Schools and Memphis Symphony Youth Orchestra, University of Memphis. Support: \$100,000.*

### **SELECTED PARTNERSHIPS & LARGE-SCALE PROJECTS**

**University of Consortium of Arts Educators in Utah (2015-2017).** This inter-institutional consortium was designed to bring representatives among the seven leading public and private institutions throughout the state of Utah to improve the effectiveness and efficiency of the BTSALP program in Utah schools.

**Utah Arts and Arts Education Initiative (2015-2017).** This initiative provides consistent and high-quality professional development and “best practice” models for teachers and training teachers to use action research as a reflective practice that informs instruction. Also the Utah Arts and Arts Initiative would systematically research various aspects of the program (i.e. implementation models, effectiveness of art-based instruction, etc.) to inform the overall vision of the BTSALP program.

**The MSM Project: Middle School Memphis Choral Partnership (2005-2012; self-sustaining)**

This university-district partnership was designed to remove barriers to success and re-tool, re-orient, and re-educate middle school choral teachers in a large urban district in effort to increase teaching effectiveness. This multi-faceted partnership involved the collaboration of several communities, including public school teachers, principals, undergraduate and graduate students, business leaders, public school students, community leaders, university faculty, and national clinicians.

**School of Music Living Learning Community (awarded in 2006; opened 2010).** Awarded a university grant to establish a Residential Living Learning Complex at the University of Memphis. This Living Learning Complex was structured to meet the holistic needs of freshman students—academic, social, intellectual, and emotional—through a dormitory setting. The 75-bed dormitory included common living quarters, a study hall, a classroom, and soundproof music practice rooms. It opened to honor freshman music majors in 2010.

**TMEA “Collegiate Conference Within a Conference” (2005-2006).** Served as State Advisor for the Tennessee Collegiate National Association for Music Education (formerly cMENC) and supervised the 16 public and private universities and colleges (approximately 1,200 students) in the state of Tennessee. Established a specific conference track for preservice students.

### **PROFESSIONAL ACTIVITIES AND PUBLIC SERVICE**

University of Utah

Member, University President’s Cabinet (2018)  
Member, University Council of Dean (Ex-officio) (2018)  
Member, Academic Leadership Council (2018)  
Member, Fall Enrollment Committee (2018)  
Member, University President Search Committee (2017)  
Member, Faculty Mentoring Committee (2017)  
Member, Executive Director of Admissions Search Committee (2017)  
Member/Creator, Arts and Social Justice Task Force (2017)  
Member/Creator, DREAMers Support Group (2016-)  
Member, Faculty as Designers of Student Success (2016-)  
Member, Graduate Education Strategy Group 2017-present  
Member, Sr. Vice President of Research Search Committee (2015)  
Internal Reviewer, College of Education, Education Leadership and Policy Graduate Council (2015)  
Invited Reviewer, Invited Guest Reviewer (2015)  
Member, College Council Committee (2014-2016)  
Member, College ARTS Education Committee (2013-2014)  
Member, Faculty Council Committee (2014-2016)  
Member, Music Education (Instrumental) Search Committee (2016)  
Member, Musicology Search (20<sup>th</sup>/21<sup>st</sup> Century) Committee (2016)

Founding Faculty Advisor, Collegiate National Association for Music Education (2016)  
Member, Musicology (Pre-1750) Search Committee (2015)  
Member, Musicology (20<sup>th</sup>/21<sup>st</sup> Century) Search Committee (2015)  
Member, Piano Search (Visiting) Committee (2015)  
Member, Undergraduate Curriculum Committee (2014-2016)  
Member, Retention, Promotion and Tenure Subcommittee (2014-2016)

#### University of Memphis

Member, Tenure and Promotion Appeal Committee (2011)  
Member, "Race to the Top" Response Planning Committee (2010)  
Member, Task Force on Assessment of Teaching Effectiveness Committee (2010)  
Faculty Affiliate, Center for Urban Interdisciplinary Research and Engagement (2008-2012)  
Member, University Graduate Grades Appeal Committee (2002-2003; 2004-2012)  
Member, University Diversity Committee (2004-2012)  
Member, Campus Environment and Climate Committee (2005-2006)  
Member, Gierer Committee (2005-2006)  
Member, University Student Union Building Committee (2005-2006)  
Member, College of Education NCATE Accreditation Committee (2003; 2008)  
Member, College of Education Teacher Advisory Council (2000-2003; 2004-2012)  
Member, College of Education Undergraduate Committee (2000-2003; 2004-2012)  
Member, School of Music Executive Council (2004-2012)  
Member, Tenure and Promotion Sub-Committee (2010)  
Member, School of Music Director Search Committee (2008-2009)  
Member, Graduate Advisory Committee (2006-2012)  
Member, Music Education Division Head (2005-2012)  
Member, Undergraduate Advisory Committee (2005-2012)  
Member, Graduate Council Committee (2005-2012)  
Member, Division Management Team (2005-2012)  
Member, All-Team Committee (2005-2012)  
Member, Associate Director of Bands Search Committee (2005)  
Member, Music Library Committee (2005)  
Member, NASM Accreditation Committee (2004)  
Member, Director of Orchestral Activities Search Committee (2004-2005)  
Member, Director of Band Search Committee (2003-2004)  
Member, Piano Search Committee (2003-2004)  
Member, Goals and Policy Committee (2002-2008)  
Member, Curriculum Committee (2002-2003; 2004-2008)  
Member, School of Music Director Search Committee (2001; 2002)  
Member, Trombone Search Committee (2001-2002)  
Member, Graduate Faculty Member (2000-2003; 2004-2012)  
Founding Advisor, Collegiate National Association for Music Education (2000-2003; 2004-2012)

#### Syracuse University

Member, Landscape on Urban Education Lecture Series Committee (2012-2013)  
Member, Urban Degree/CAS Planning Committee, School of Education (2012-2013)  
Member, Secondary Education Program Group (SEPG) (2012-2013)  
Member, Dual Faculty ad-hoc Committee (2012-2013)



Member, Artistic Planning Committee (2012-2013)  
Faculty Advisor, Collegiate National Association for Music Education (2012-2013)

### **PROFESSIONAL SERVICE**

Invited Scholar, Yale Symposium, Yale University, (2017)  
Guest Reviewer, International Journal of Music Education (2016)  
Founder, Arts and Social Justice Task Force (2016)  
Founder, U-Faculty Ambassador Think Tank (2016)  
Reviewer, UPDATE: Applications of Research in Music Education (2012-present)  
Co-Editor, Division K Teaching and Teacher Education Newsletter, AERA (2012-2016)  
State Chair, TN Collegiate National Association of Music Education (formerly cMENC) (2005-2008)  
Reviewer, Southern Music Education Journal (2005-2012)  
Member, Tennessee MENC Music Educators Executive Board (2005-2008)  
Member, Tennessee Association of Music Executives of Colleges & Universities, (2005-2012)  
Member, Tennessee Certification Revision Committee (2005-2007)  
Member, Partners in the Arts Committee, (2003-2004)  
Member, Art Works for Kids Advisory Board (2014-present)  
Co-founding Chair, Utah Coalition for Arts Education (2014-present)  
Executive Committee, Beverley Taylor Sorenson Arts Learning Program (2013-present)

### **BOARD GOVERNANCE/SERVICE**

Member, Chief Diversity Officer Council of Utah, Board of Regents (2016-present)  
Member, Research Board, VH1 Save the Music Foundation (2017)  
Board of Directors, Memphis and Shelby County Music Commission (2010-2012)  
Board of Directors, Visible College: Music Industry & Media College (2008-2012)  
Board of Directors, National Recording Academy of Arts & Science (2008-2012)  
Board of Directors, National Association Black Female Executive Music & Entertainment (2005-2008)  
Board of Directors, DeNueville Learning Center (2005)  
Board of Directors, Partners in the Arts (2003-2004)

### **LEADERSHIP PROFESSIONAL DEVELOPMENT**

- Berkeley Executive Leadership Program, November 6-11, 2017
- Leadership Shadowing, *Chancellor Nancy Cantor, Rutgers University-Newark*, Newark, NJ., September 18, 2017
- AACTE (American Association of Colleges for Teacher Education) *Leadership Academy*. Leadership training for Deans, Department Chairs, and other Academic Administrators in Colleges of Education. Providence, RI., June 25-29, 2017.
- NASPA (National Association of Student Personnel Administrators) *Leading from the Unique Position of the Role of the AVP/Number Two: Navigating the unique position between an executive level leadership and a middle manager*. San Antonio, TX, March 11, 2017.
- Academic Affairs Leadership Fellow under the leadership of SVPAA Ruth Watkins, University of Utah, 2016-2018
- Leadership Shadowing Experience, *Dean Kandi Hill-Clarke*, Bayh College of Education, Indiana State University, Terre Haute, IN, August 14-18, 2016.

### **CONSULTING**

2018 Temple University (PROPOSAL IN PROGRESS)

2018 Chorus America (Washington, DC) (PROPOSAL IN PROGRESS)  
Series of three critical dialogue conversations/professional development with cohort of members.

2017	Dixie State University (St. George, UT) President Cabinet and leadership team: equity, diversity and inclusion.
2017	Indiana State University, Bayh College of Education (Terre Haute, IN) Dean's Council, faculty and staff: Equity in Education: Understanding the 21 <sup>st</sup> Century Political Climate on Education.
2016	University of North Carolina-Pembroke (Pembroke, NC) <i>Project RIME: Reading in Music Education for Diverse Learners.</i> North Carolina Quest Grant.
2006-2008	Perea Charter Preschool (Memphis, TN) Music and Reading Curriculum Development
2005-2007	Promise Academy Charter School (Memphis, TN) K-3 Music/Literacy Curriculum
2005-2006	PEREA Preschool (Memphis, TN) Curriculum Consultant

**AWARDS AND HONORS**

- National Association of Diversity Officer of Higher Education Leadership Fellow (NADOHE), Cohort 4, 2017-2018
- Senior Vice President for Academic Affairs Leadership Fellow (2016-2018)
- Thomas Briggs Excellence in Teaching, Finalist, University of Memphis, 2011
- Faculty Research Award, University of Memphis, 2010
- Gierer Diversity Research Award, University of Memphis, 2010
- Undergraduate Student Chapter Excellence Award, University of Memphis, 2010
- National Undergraduate CMENC Chapter Excellence Award, MENC
- National Collegiate Advisory Council Finalist (CMENC), 2005
- “Ignite Excitement” University Teaching Award Finalist, 2005
- Pi Kappa Lambda Honorary Music Society, 2000
- Ruth Jewel Music Scholarship Award, North Carolina Central University, 1996
- N.C. Prospective Teaching Scholarship, NC Department of Education, 1992-1994
- Undergraduate Research Award, North Carolina Central University, 1992

**PROFESSIONAL ORGANIZATIONS**

NADOHE: National Association of Diversity Officers of Higher Education  
 NASPA: Students Affairs Administrators in Higher Education  
 NafME: National Association for Music Education  
 AERA: American Educators Research Association  
 ISME: International Society for Music Education  
 CMS: College Music Society

**EDUCATION**

Doctor of Philosophy, Music Education The Florida State University, College of Music, Tallahassee, Florida	2000
Master of Music, Music Education North Carolina Central University, Music Department, Durham, NC	1997
Bachelor of Arts, Music Education	1994

